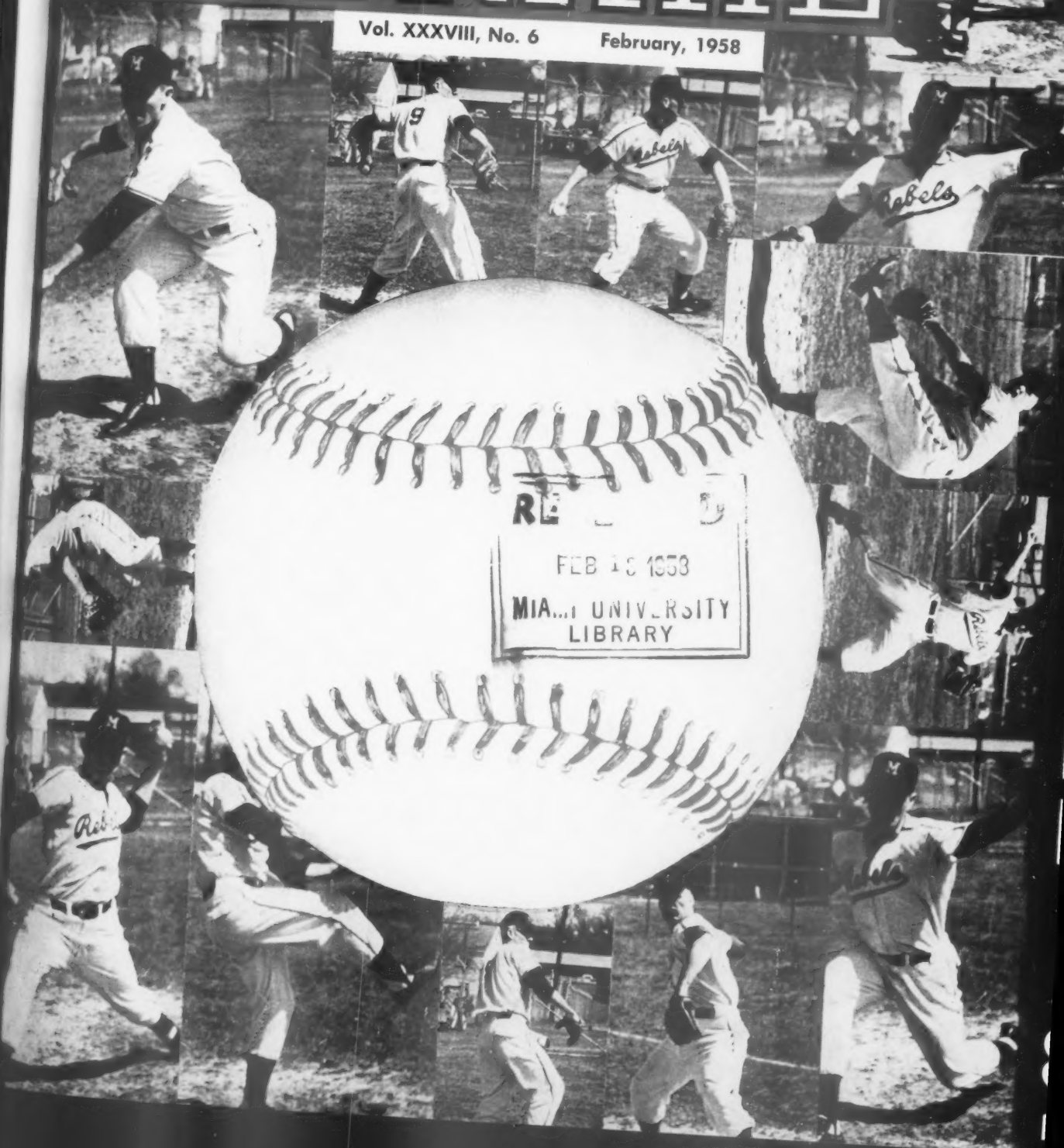


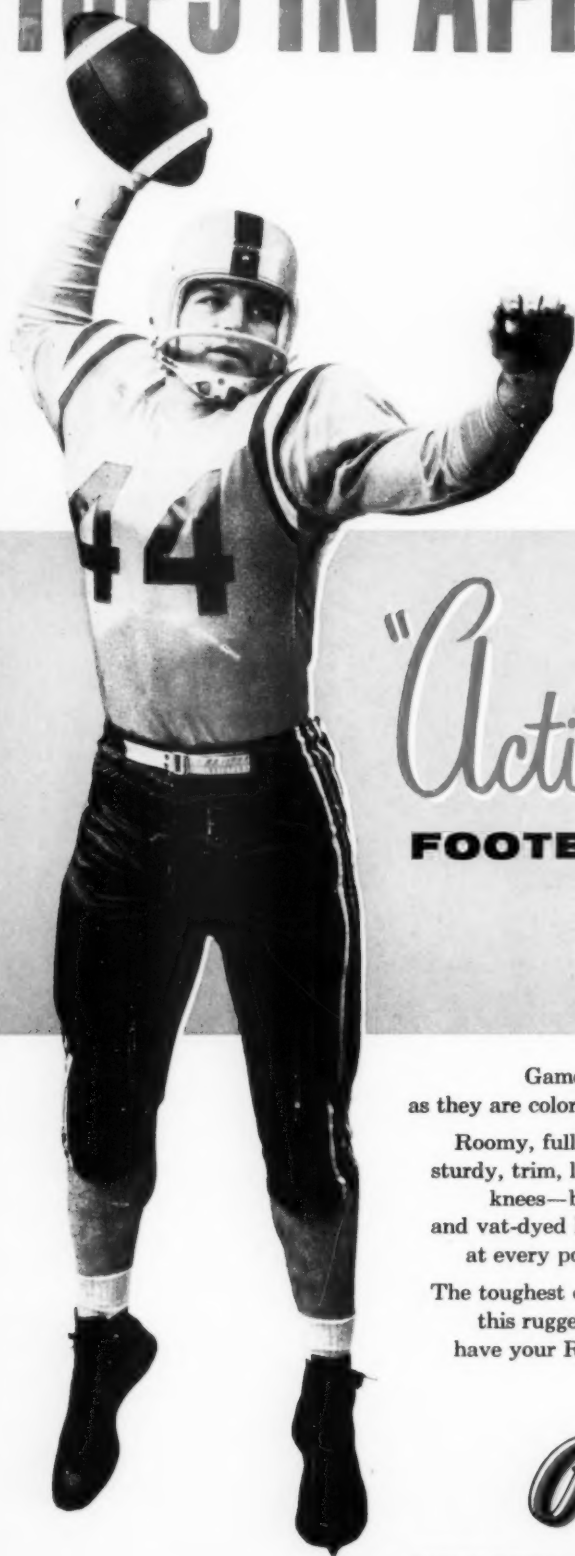
# ATHLETIC JOURNAL

Vol. XXXVIII, No. 6

February, 1958



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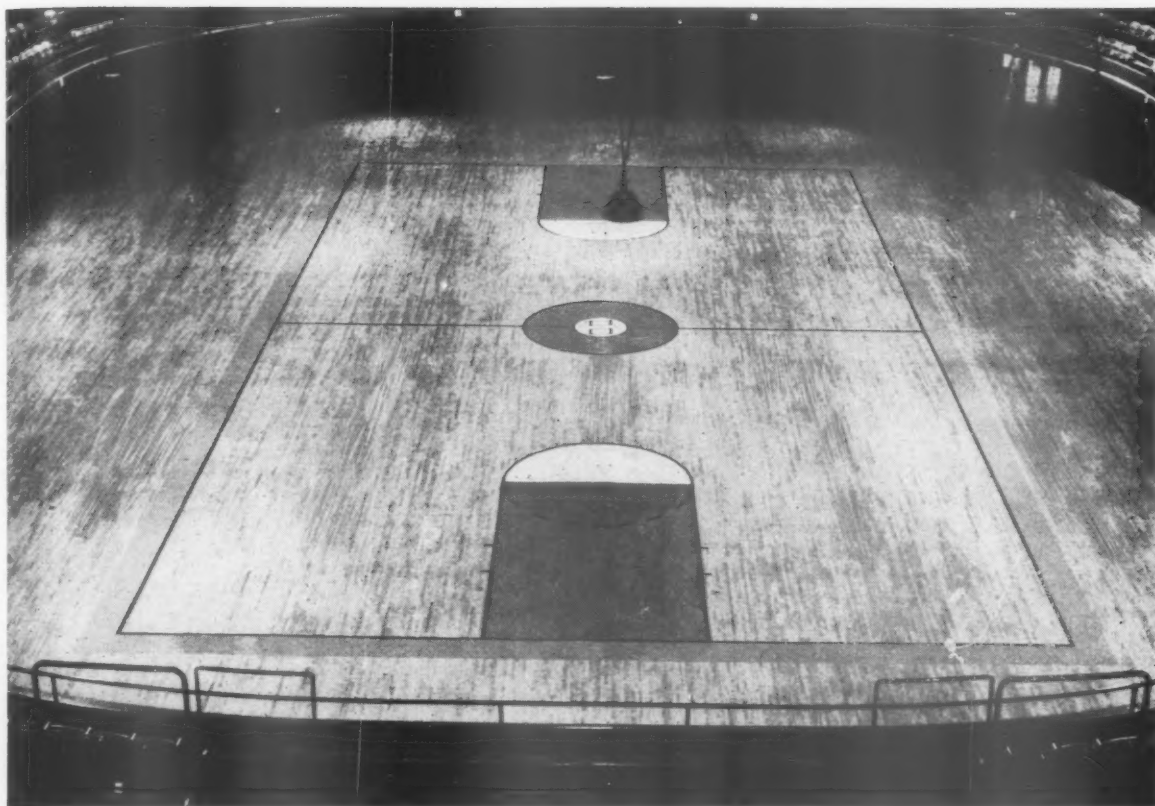
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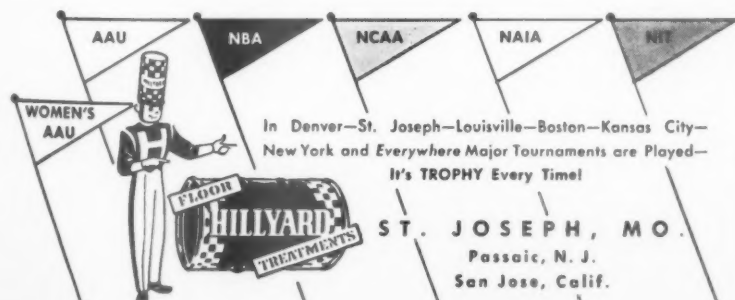
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Number 6

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### FRONT COVER ILLUSTRATION

Clustered around the ball are a number of pitching shots taken from the sequences used to illustrate Tom Swayze's article. Pitching plays a major part in the success of any baseball team, and we tried to bring that point home graphically through this month's cover illustration.

### A Look At This Issue and a Glance Ahead

**L**AST month we concluded our report on high school football by stating: "The answer is a strong public relations effort aimed at the students, the parents, and the community." Bob Troppmann's article this month shows an approach to the parents. During the 1957 meeting of the College Baseball Coaches' Association, Tom Swayze delivered a talk on pitching. It was so well received by his fellow coaches that we asked him to prepare an article for us on the subject. Last spring we journeyed south to take the pictures to accompany this article. Also,

for the baseball coaches, there are three other technical articles. Two track articles, a track "For Your Bulletin Board" feature, a swimming article, and a golf article round out the spring sports schedule. Setting the stage for next month is Evan Ellis' football article. Next month we present our biennial "Review of High School Football Offense." For the benefit of our new subscribers this feature includes the best football plays from all sections of the country. Also, next month there will be a "For Your Bulletin Board" feature on tennis as well as additional track and baseball articles.



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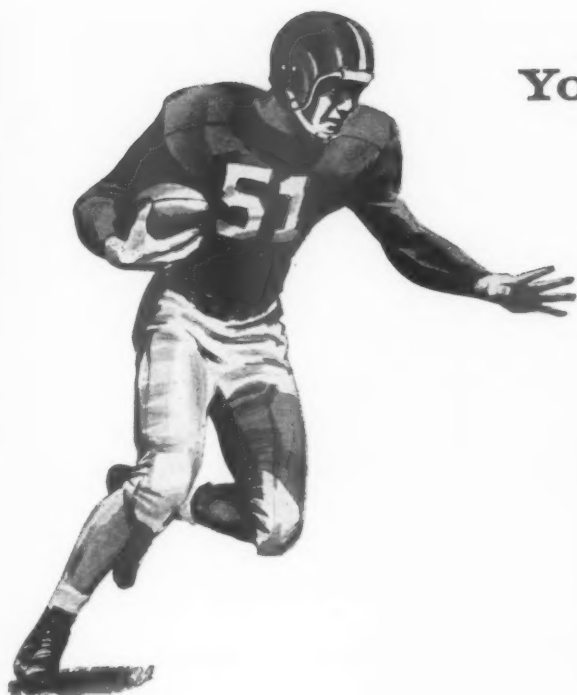
# from here and there

A recent study in Los Angeles schools showed that the cost breakdown for conducting school sports is as follows: Baseball — officials 22 per cent, equipment 62 per cent, cleaning and repairing 8 per cent. In basketball, officials account for 40 per cent of the cost, new equipment 41 per cent, cleaning and repairing 1 per cent. In football, officials account for 11 per cent of the cost, new equipment 56 per cent, cleaning and repairing 20 per cent. A composite for all the sports results in the following breakdown: Officials account for 16 per cent of the cost, new equipment 56 per cent, cleaning and repairing 14 per cent. Transportation which is a major item in many athletic budgets is a negligible item in the Los Angeles schools because the use of school busses is not charged against the athletic fund . . . The United States Olympic Association, Biltmore Hotel, New York 17, N. Y., has a number of excellent films either for rental or purchase. Contact Art Lentz for a listing of the films . . . "Bump" Gabrielsen, Georgia's swimming coach, attended Gustavus Adolphus College in Minnesota. "Bump," his twin brother, and a younger brother were in school together, and they earned 43 letters in athletics . . . Wrestling leads as the fastest growing sport among New York schools. In 1951, 17 per cent of the schools sponsored wrestling, and this last year the figure had risen to 29 per cent . . . The result of rather extensive testing and research conducted at Boston University by Dr. John Harmon indicates that athletes have a much faster reaction time than nonathletes. After studying major league hitters for years, Dr. Harmon points out that they hit a peak after several years, dip to a low, and then come back to a second peak which is not as high as the first. After that time, there is a general decline in hitting ability as indicated by the averages . . . Although there have been many comments on the new scoring for college football, we feel the following is worthy of mention: "They say the new rule will take the kick out of football. This is absurd, merely

the argument of reactionaries. The foot never will be taken out of football as long as long-suffering alumni retain the power to give the coach the boot." . . . Leading the golf boom are the youth of the country. According to recent figures released by the National Golf Foundation, youth play was up 20 per cent in 1957 as compared with 1956. To meet this increased golf interest 289 new courses are under construction and 758 more are in the planning stage.

• • •

HERE'S a hint picked up at the College Baseball Coaches' Association meetings. To clean baseballs rub them with a cloth which has been dipped in evaporated milk. In addition to whitening the cover, the evaporated milk puts oil back into the cover . . . There have been 29 NCAA wrestling championships, and Oklahoma and Oklahoma State have won 23 of them. In the recent Union College Basketball Tournament, the "Wachter Basket" was used. It is named for Ed Wachter, former Harvard coach, and was used as an experiment to reduce congestion under the basket and to eliminate the "cheap basket." The basket is 20 inches out from the backboard instead of 6, and is 5 inches higher from the court. Generally, it cut down the scoring, but not as much as one might expect. The free throw percentage of the four teams was only .6 less than their percentages during the games before the tournament. However, the average field goal percentage dropped from 35.4 per cent to 31.3 per cent . . . Half of Nebraska's 499 high schools have a male enrollment of less than 36 . . . This past season Wakefield, Kansas, High School accumulated 538 points in going through an undefeated six-man football season. The score of the game with Green High School was 82-33 — a total of 115 points . . . At San Jose State over 1300 students take part in the school's boxing program . . . George Vergara, the mayor of New Rochelle, New York, was a member of the famed "Seven Mules" at Notre Dame.



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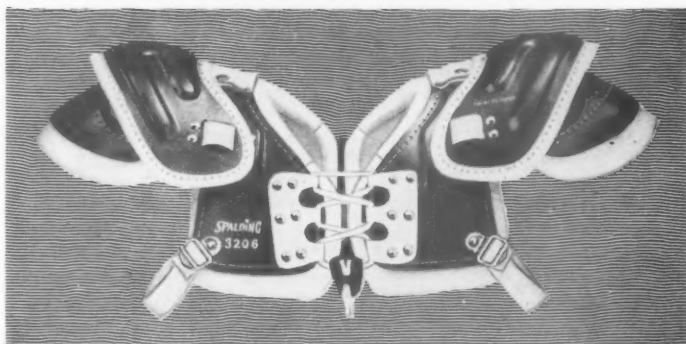


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## Series A

# PITCHING

By TOM K. SWAYZE

Baseball Coach, University of Mississippi

**T**HERE is a belief among pitchers that the word *control* means getting the ball over the plate. Control means throwing the ball to the desired spot, e.g., hitting the strike zone—high, low, inside, outside or pitching out at the proper height and out of reach of the hitter. Lack of control haunts most young pitchers and has even caused many professionals to leave the game. Wise baseball coaches and teachers must strive to

simplify the mechanics of pitching. We must make the pitcher believe in our ability to teach control.

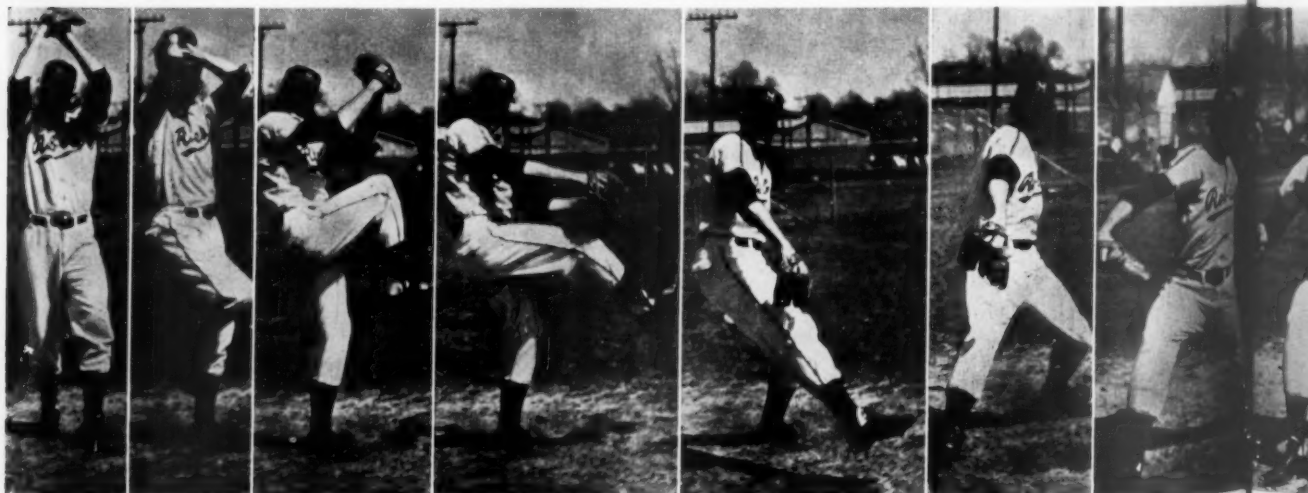
### Right-Handed Pitcher

With no one on base the right-handed pitcher takes the catcher's signals with his right foot on the rubber, while holding the ball behind his body out of the hitter's view. The front spike of his right shoe is placed in front of the rubber in order to facilitate the pivoting of his foot when he is placing it parallel to and

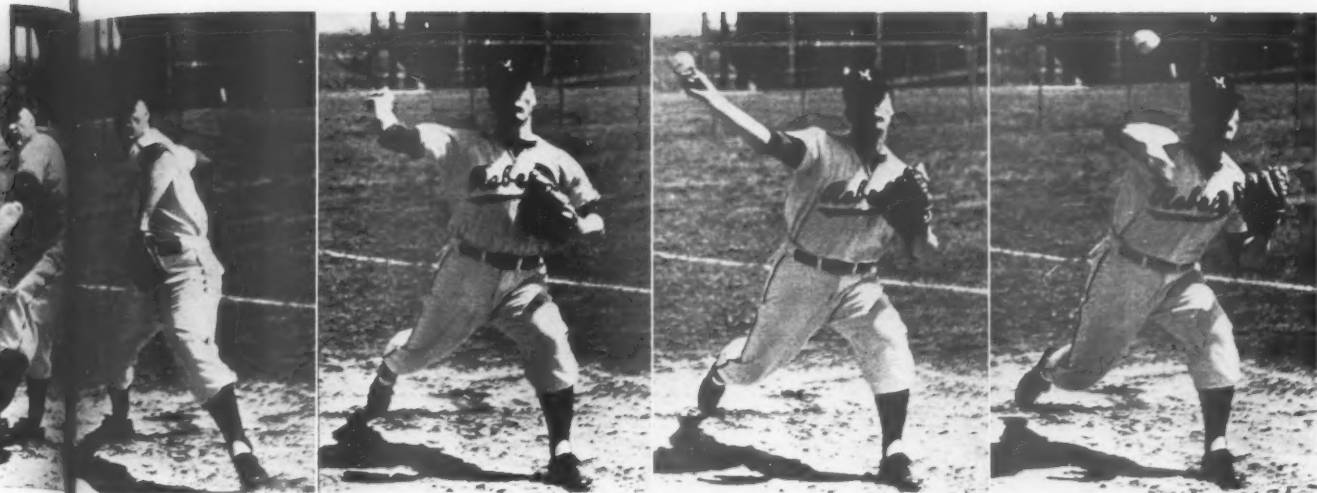
in front of the rubber. When the pivot is started, the weight of the pitcher's body is shifted to his back foot. The movement is also the beginning of the pitching motion (Illustration A-1). Then the weight of the pitcher's entire body shifts to his right foot (pivot foot), while his left foot is lifted to start the hip and shoulder rotation (Illustrations A-2 and A-3). As shown in Illustration A-4, the body rotation is complete, and the pitcher begins to uncoil (Illustrations A-5, A-6, and A-7). The pitcher should pay special attention to his right



## Series B







foot which is parallel to the rubber. This foot gives him better balance, and allows for more hip rotation which in turn induces smoother motion and accelerated shoulder, arm, hip, and leg action.

At this point the pitcher's left foot begins to take definite direction toward home plate and is planted on an imaginary line which would be on a spot toward the left side of home plate (Illustration A-8). His left foot is planted with the toe touching the ground first. There is a definite kick with the right foot for acceleration purposes, thus guaranteeing greater speed. This kick also eliminates the right foot drag (Illustration A-9). In Illustrations A-1 through A-9, notice that the hitter's view of the ball has been completely obliterated. As his arm and hand come forward to release the ball, his right foot begins to come forward (Illustration A-10).

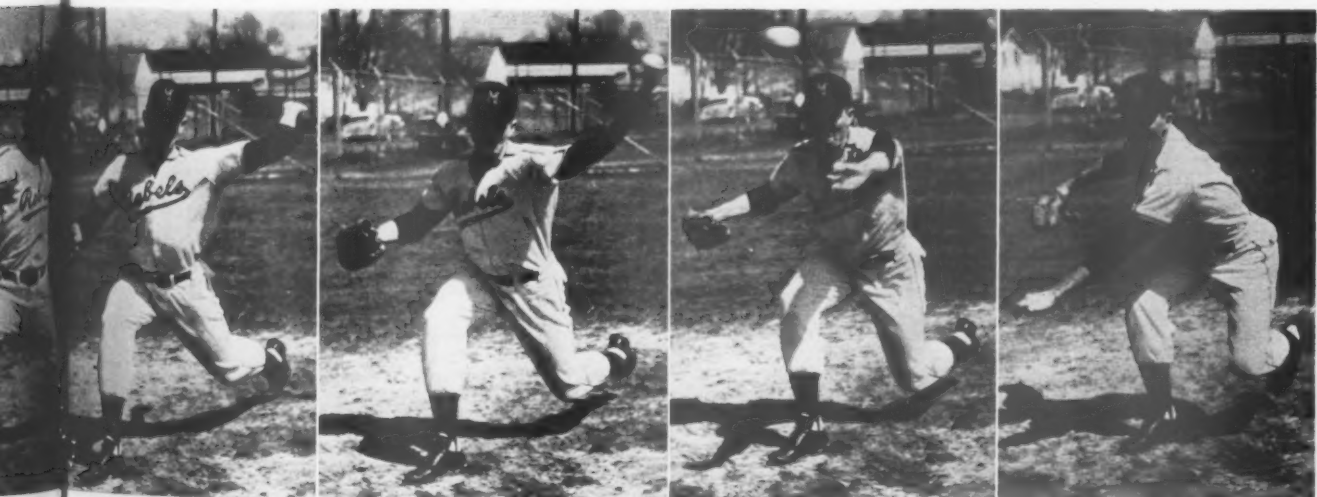
The ball is released, the right side of the pitcher's body continues to move forward, and his right hand continues the follow-through. The rotation described previously brings about smooth motion, enabling the pitcher to get his entire body behind the pitch. When he releases the ball in front of his body, there is a feeling that his head is above the ball at the point of release. This movement is commonly called getting on top of the ball. Control is brought about through proper execution of the following: 1. Stepping in the right direction. 2. Getting on top of the ball. 3. Turning the ball loose in front of the body. 4. Proper follow-through after the ball is released. 5. A strong belief on the part of the pitcher that he can execute these mechanics.

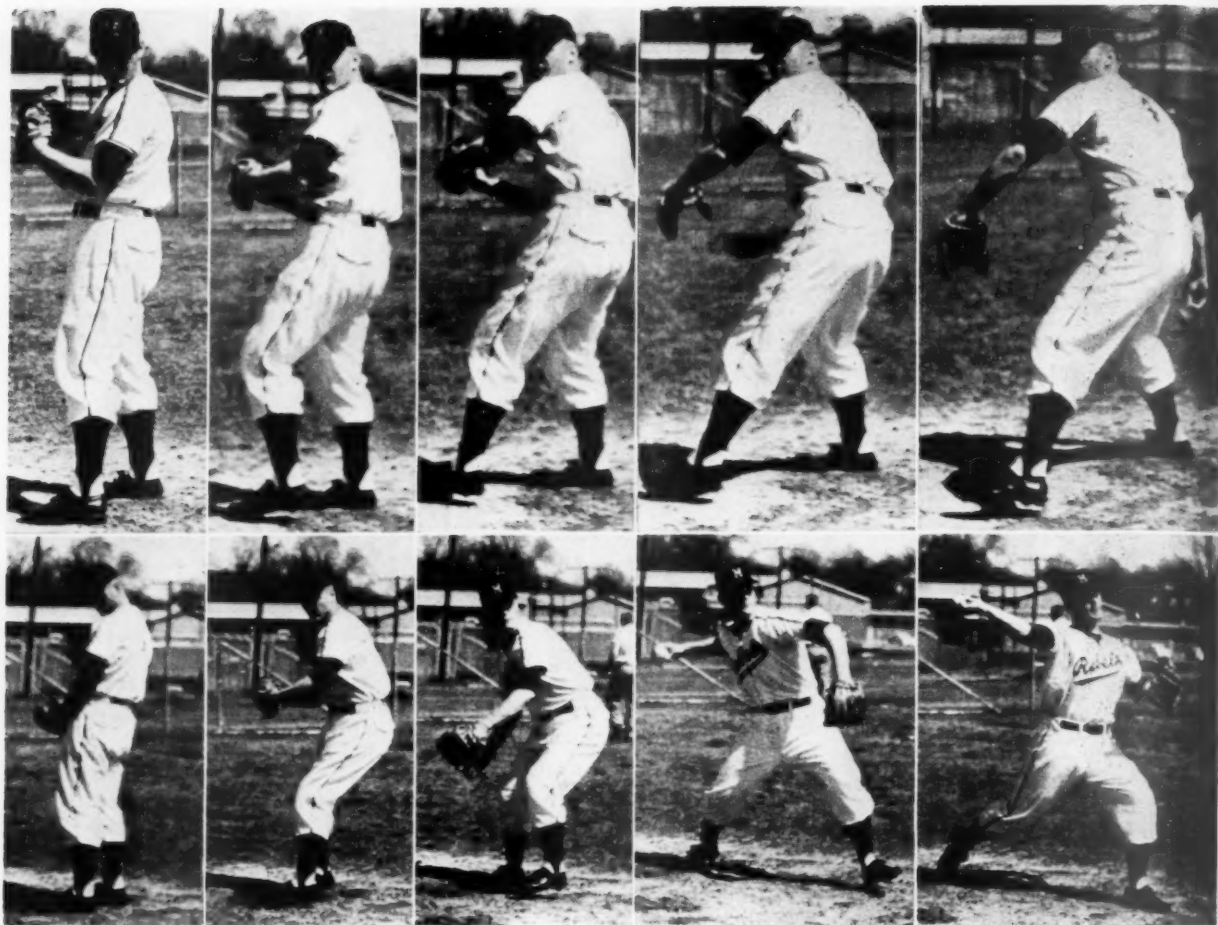
#### Left-Handed Pitcher

Pitching mechanics for the left-handed pitcher are the same as those described previously for the right-handed pitcher. The words *left* and *right* are used interchangeably; everything else is the same. Notice Illustrations B-1 through B-11.

**Pitching to the Hitter.** The general belief is that the low pitch is the most difficult to hit; therefore, it is suggested that pitchers pitch all hitters low unless they know that the batter is definitely a low ball hitter. It is wise to pitch low, fast balls and curves with men on bases since these are known as ground ball pitches, thus giving the defense more opportunity to make double plays.

The curve must be low and must break quickly. In college and high school baseball, it does not have to be a big curve if it breaks quickly. This pitch is very effective, following the fast ball or change-of-pace. It





### Series C (top)

is most effective against lunge and bucket hitters.

The change-of-pace is used to catch hitters off stride. Care should be taken not to take too much off the pitch as good hitters are able to hitch and then recover to take a good cut. Tak-

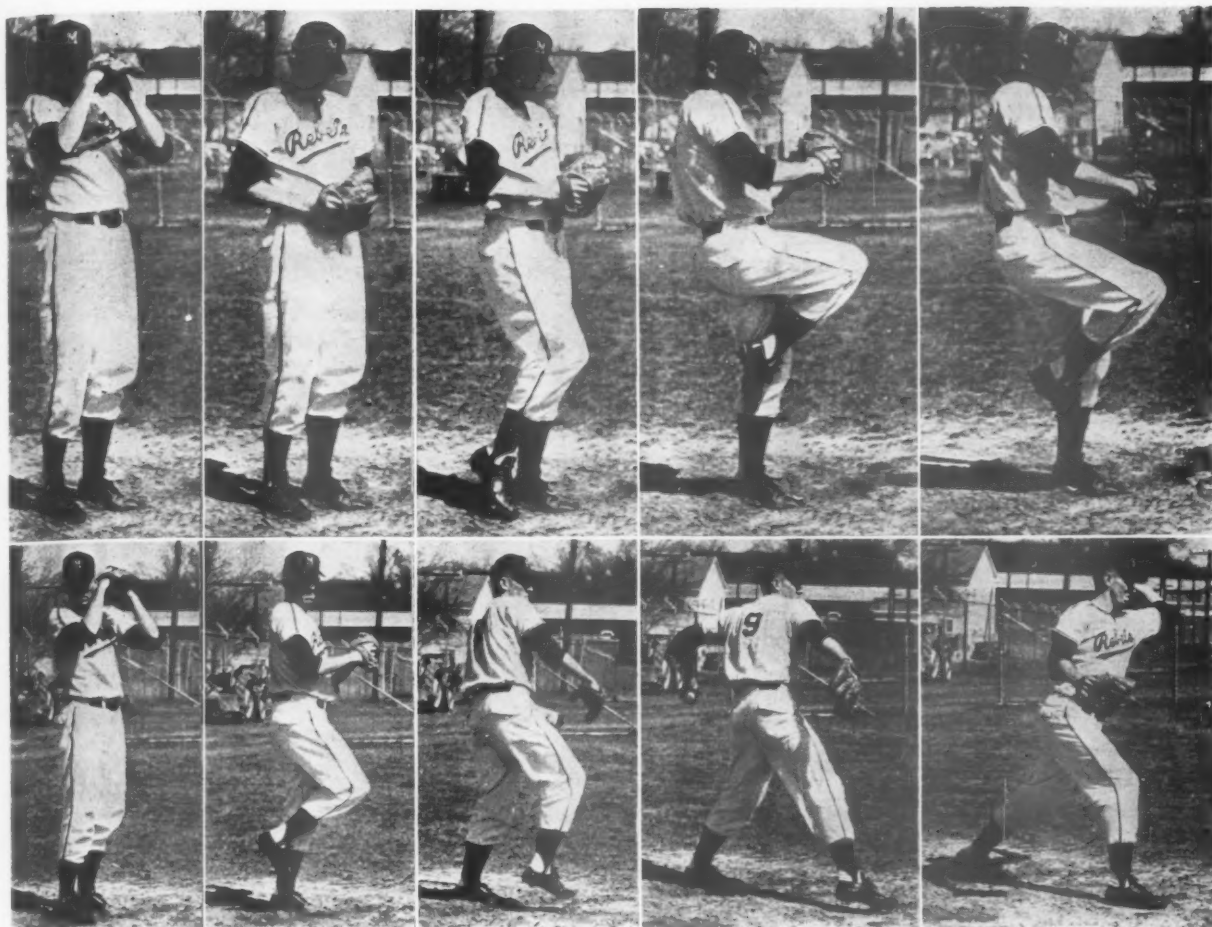
### Series D

ing a little off the curve or the fast ball makes a good change-up. All pitchers should try to develop two different curves or a curve and a slider in order to keep the hitters from being able to type him in the event he possesses only one or the

other. It is good to use a variety of pitches for the purpose of keeping the hitter off balance. Even though the hitter seems weak on a certain pitch, it is smart to shoot to him occasionally even if the pitch is wasted. There is also the unexpected pitch.

### Series E





## Series F (top)

### Holding Runners on Bases

**Right-Handed Pitcher.** With a runner on first base or runners on first and third, the pitcher takes his signal from the catcher and assumes the position shown in Illustration C-1 except that his hands are at his sides, the ball is hidden from the batter, and his head is toward the catcher. After he has received his signal, he assumes the position which is shown in Illustration C-1. The pitcher's head is in a position so that his eyes can be moved to see the runner or the hitter without making it necessary to move his head. The balance of the picture sequence, Illustrations C-2 through C-5, show the pitcher's body arm, leg, and footwork used in throwing home. It is important that the pitcher use speed in moving. In trying to pick the runner off first base, the pitcher assumes the position shown in Illustration D-1 after having received his signal from the catcher. Then he

## Series G

turns and throws as shown in Illustrations D-2 through D-5. Notice the foot, arm, body, and head movements.

When there are runners on second and third, the pitcher, after getting his signal from the catcher, assumes his stance as shown in Illustration E-1. Illustrations E-2 through E-5 show the proper sequence in picking a man off second. In making the attempt to pick off, the pitcher turns left to make a throw with more speed, more quickly, and with more accuracy. When pitching with men on bases, it is best to vary the intervals between pitches after getting set for delivery. The purpose is to keep the runners and hitters from timing the pitcher. When varying the intervals between pitches, the pitcher should use any number from one to five for his count prior to the pitch.

With the bases loaded, a man on third or second and third, the pitcher takes his usual wind-up. He must not hitch. If he expects a steal or a

squeeze, he will hold the runners on.

### Left-Handed Pitcher

In the case of a man on first or men on first and third, the pitcher, after getting his signal from the catcher, sets his head toward a point about halfway from home plate to first base. He is able to cut his eyes to the left to see the runner and to the right to see the hitter without moving his head. The pitcher uses the mechanics which are shown in Illustrations F-1 through F-5 in throwing to the hitter. Notice particularly the pitcher's right foot. The position of his head begins to change in Illustration F-5.

In making an attempt to pick the runner off first base, the left-handed pitcher assumes the same position as described previously. He does not move his head until the very last instant as shown in Illustrations G-1 through G-5. Notice the similarity of body position to that shown in Illustrations F-4 and F-5. The pitcher's right foot never goes past his left

(Continued on page 42)



# Concrete Shot, Discus, and Hammer Circles

By DICK MILLER

Assistant Track Coach, Washington and Lee University

**T**HE trend in shot, hammer, and discus circles is toward concrete throwing areas. These circles have been used in the Northeastern states for a number of years, and have become very popular in that area.

During the last few years other areas of the country have become interested and are gradually adopting them. There are numerous reasons favoring the use of concrete circles, but we will point out only the three basic ones.

The main reason for concrete circles is that the throwing condition of the circle remains practically the same regardless of the weather and the season of the year. In wet or inclement weather they are dry or almost dry after sweeping, and can be used early in the season when other types would be soft.

Probably one of the best reasons from the standpoint of the coaches and competitors for concrete circles is that a uniform throwing surface is provided for the entire season. No matter where he competes, the competitor will know the condition of the throwing surface.

Also, they are a great help to the personnel who work on the athletic facilities and maintain the throwing surfaces. Other types of circles require constant care to keep them in topnotch condition, and many institutions do not have the personnel needed to do the necessary maintenance. As a result, shot, discus, and hammer circles are not always in the best condition.

In the Southern Intercollegiate Conference the track coaches agreed that concrete circles should be used by all member institutions. Since we were familiar with the use of them in New England, we were asked to make a survey covering the construc-

tion of concrete circles.

Although these circles are not difficult to construct, coaches who are considering installing them may profit from the errors and problems in construction which have been experienced by coaches who have built and used them. This article is a consensus of sixteen New England college track coaches.

**Coarseness or Grain of Surface.** Coarseness ranges from one-sixteenth to one-sixty-fourth of an inch with the majority favoring one-sixty-fourth of an inch. The New England rules state that the circles shall have a roughness of approximately one-sixty-

**D**ICK MILLER graduated from Springfield College in 1950 and then remained for two years at his alma mater as assistant track coach. He went to Washington and Lee in 1952 as head coach in cross-country and wrestling and assistant track coach.

fourth of an inch. This roughness is difficult to determine; however, the following methods have been suggested for getting a smooth but not a slick surface:

1. Sweep the wet concrete lightly with a broom.
2. Trowel level with a coarse wood-trowel.

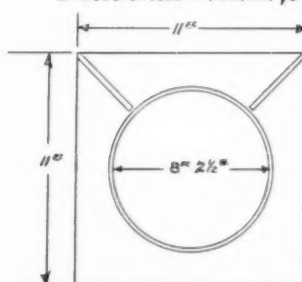
3. Float the concrete level with a board extending across the forms.

The key factor is that the surface should have some *tooth* and neither be too rough nor completely smooth.

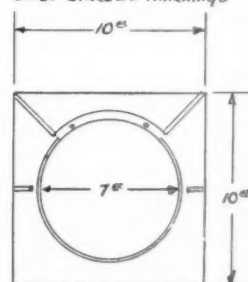
**Thickness of Circles.** The circles range from four to six inches thick; however, most of them are four inches thick and are probably heavy enough if the concrete is poured on a good foundation. The shot and hammer circles are a little more satisfactory if they are six inches thick. They will stand the pounding of the heavier implements better, and there is less chipping and cracking.

**Base or Foundation.** The ground  
(Continued on page 54)

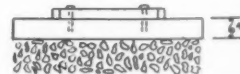
DISCUS CIRCLE & MARKINGS



SHOT CIRCLE & MARKINGS



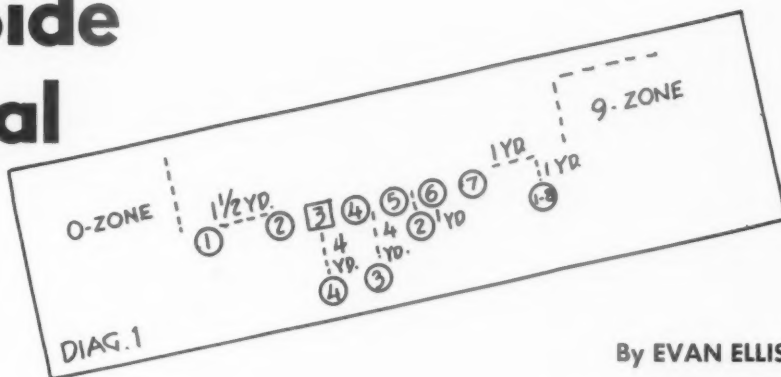
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SEE LOCAL CONTRACTOR FOR DEPTH  
OF BASE



# The Long Side Buck Lateral Attack



By EVAN ELLIS

Assistant Football Coach,  
New Trier Twp. High School, Winnetka, Illinois

**O**FFENSIVELY, our players operate as a single wing team. Therefore, the coaching staff is always interested in any innovation that will foster refinement of our offense. As a result, the buck lateral series which we use has evolved from coaching clinics, various publications, film analysis, and staff experimentation. Not many of our plays are original, but we have attempted to incorporate the ideas of others into our series.

Although a spinner series is used along with the buck lateral, we believe the buck lateral has more potential; therefore, it receives coaching emphasis. This emphasis developed for the following reasons: 1. The exchange or fake exchange of the ball close to the line of scrimmage minimizes the possibility of loss. 2. Use of the buck lateral aids in eliminating the defense keying the quarterback. 3. It does not demand the individual finesse and acute timing of the spinner series. 4. The buck lateral enables an attack to be made along a wide defensive front with similar initial backfield action. 5. It affords good outside possibilities when confronted with inside packed defenses which are designed to halt our interior trap plays.

Throughout this article the plays will be designated by our signal system; therefore, for the purpose of clarification, the signal system and alignment are as follows:

The holes are numbered 0 through 9, from the short side to the long side. Zones 0 and 9 are outside the defensive ends, and numbers 1 through 8 are over the offensive players. The wingback has a double number of 1 and 8. His regular number is 1, but when he is used as a lead blocker at the 8 hole he assumes No. 8.

Our buck lateral series is numbered in the 300's, with the first digit indi-

cating the back who receives the direct snap from center. The second digit indicates the ball-carrier. If the back who receives the snap from center fakes a hand-off to the quarterback and keeps the ball himself, the second digit will be a 0 to indicate the fake. The third digit indicates the attack point. The number signal is prefaced by the term, right or left, to indicate the position of the long side. The backfield alignment should be adjusted to the personnel and, to some extent, the series being played.

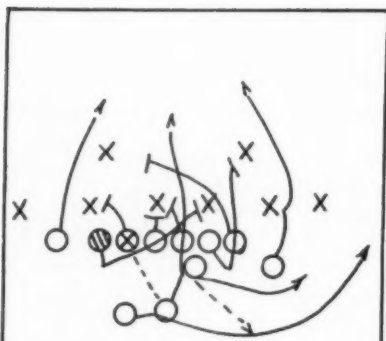
If our players can get the necessary line speed, we prefer a shallow single wing, set with the heels of the tailback and the fullback never deeper than four yards from the line of scrimmage. The position of the quarterback has more flexibility than any other backfield position due to the responsibilities we ask this player to assume. For example, on plays to the long side he must adjust his position so that when he pivots to face the fullback, his back must screen the ball exchange or fake from a defensive

lineman who is to be trapped or a linebacker. In the case of the pitch-out play in the 9 zone, the quarterback must screen a defensive tackle who is not blocked. We believe there is some merit to this screening action because it helps hold the defensive players in position.

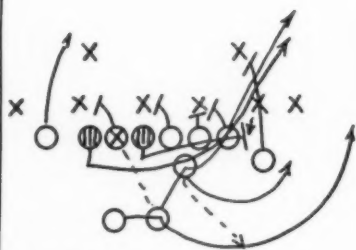
Our quarterback is instructed to use a drop step and pivot to get himself into position. The length and direction of the drop step and the use of the forward or reverse pivot depend on where he must be to screen effectively. He can also *cheat* his position inside or outside. Generally speaking, the forward pivot is used for the points of attack from the quarterback out toward the long side. The reverse pivot is used for the points of attack from the quarterback toward the short side. Regarding the ball-handling by the quarterback, he must, as he pivots, form a pocket with his hands directly in front of his inside hip. The fingers of his hands should be pointed down and the thumbs up, very similar to a baseball player catching a ball which was thrown low.

The fullback, holding one hand on top of the ball and the other underneath, places it in the pocket formed by the quarterback's hands with the foremost point of the ball first. The quarterback makes the pitch-out from a hop and skip action with both hands from directly in front of his hip. The flight of the ball should be end-over-end with good wrist action. With this type of pitch-out, we feel the ball is concealed until the actual pitch is made and it is easier for the tailback to handle. Also, the quarterback is able to master the pitch-out more easily to his left as well as to his right. After the pitch-out, or fake, the quarterback must follow his pitch and never turn to watch the action

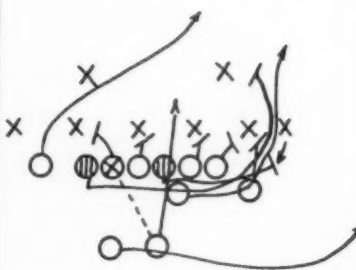
**E**VAN ELLIS graduated from Colorado State College in 1950 and began his coaching career at Zion-Benton High School in Zion, Illinois. After three years as assistant, he was appointed head coach and guided the 1954 team to its first North Suburban League championship. In 1955 he accepted his present position as assistant on the varsity coaching staff at New Trier, one of the few single wing teams in Illinois. This past season the team tied for its conference championship.



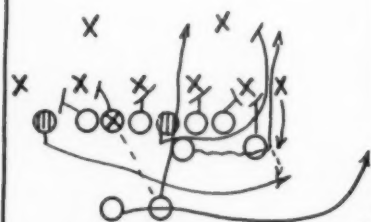
DIAG. 2



DIAG. 3



DIAG. 4



DIAG. 5

of the fullback. Thus, if he has pitched, he will be in position to recover a faulty pitch, a fumble by the tailback or to block back if the opportunity presents itself.

The fullback should delay slightly to allow the play to develop. He can either take a short lateral step to the outside as the ball is snapped or wait until he has the ball in his hands before he moves. The fullback must always go to the quarterback and veer to the hole. After his fake to the quarterback, he should pull the ball into his body, *buckle up*, and drive into the hole over the tail of the lead blocker as tightly as he can. If he gives the ball to the quarterback, the directional point for his fake run is toward the linebacker who is between himself and the point of attack.

Our tailback (going right), starts with a cross-over step directly toward the sideline. On his third step he should point the toe of his left foot in a direction that will enable him to arrive at a point five to six yards deep of the line of scrimmage and behind the spot of the wingback's original position. As he runs the bowed course, he looks in to the quarterback who is presenting a full target, and gets his hands up in position to receive the pitch-out. If the tailback receives the pitch-out, he should get behind the No. 5 tackle who has pulled to be a personal interferer for the tailback. On the fake pitch-out, the tailback runs the same course and uses the same body action; however, he should always turn up the field and look for a possible lateral from the fullback or block a secondary defender.

The wingback has his inside leg to the rear to facilitate movement back to the short side and to help the timing of the lead post block on the tackle. All of our backs use the three-point stance with the exception of the quarterback who is upright. Formerly, we used the upright stance for all backs, but abandoned this arrangement due to frequent in-motion penalties.

We teach the 305 buck (Diagram 2). It is our belief that this play shows better than any other the blocking techniques of our offense. Also, the single wing is an inside-out offense which demands that the inside attack must function before we can get to the outside successfully. Consequently, this play receives first priority and has been used consistently.

On his turn, the quarterback must be in front of the defensive guard who is the defender to be trapped. The quarterback fakes his pitch-out

to the tailback and follows to the outside exactly as if he had pitched the ball on the wide play. Our tailback runs his outside path exactly as he would on the wide play, and he should continue on downfield for a block or lateral from the fullback should he be forced to the outside. The wingback fakes an outside shoulder block on the defender in front of him to aid the timing on his downfield block and to loosen the inside. The fullback goes to the quarterback, fakes, and drives over the lead blocker (the No. 5 hole) as tightly as he can.

Our 307 play (Diagram 3) is designed to keep the defensive tackle at home, prevent him from chasing the pitch-out, and remove the pressure from the pitch itself. We believe the best way to get outside a defensive tackle is to make him inside conscious by trapping from the inside. The signal caller has specific instructions to run this play before he attempts to run the wide play.

The quarterback pivots into position to screen the exchange fake from the defensive tackle. Then he and the tailback execute the pitch-out action. The wingback must block the first linebacker behind or inside the lead post block. Then the fullback goes to the quarterback, fakes the exchange, and veers over the lead blocker (No. 7 hole). Should the fullback break to the outside, there is the lateral possibility to the tailback who is swinging around the defensive end.

The 328 buck (Diagram 4) utilizes a quarterback who has some running ability and provides an intermediate point of attack between the 305 path of the fullback and the wide path of the fullback on the 349. This is not a strong play, but the lateral by the quarterback to the tailback beyond the line of scrimmage has proved effective.

The quarterback pivots and screens the near linebacker, and after receiving the ball from the fullback, he should step directly toward the hole while looking for the No. 2 guard's block on the linebacker. Once he is past the linebacker, the quarterback must be alert to lateral to the tailback should the defensive halfback close to the inside.

For the 328 option play (Diagram 5) we borrowed a page from the split T notebook. This play develops similar to the 328 buck, but the No. 5 lineman does not block the defensive end. He turns in over the wingback who is the lead blocker and blocks in on the near linebacker. Then the quarterback moves down the line, op-

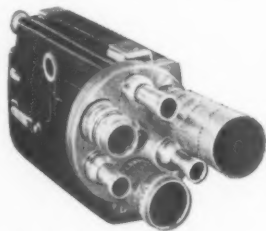
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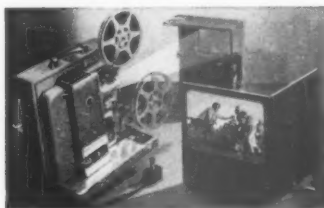
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Illustration 1 shows the athlete in the process of backing into his starting blocks, after assuming a kneeling position on the track. This is a smooth, easy way of getting into the blocks.

A great many articles have been written on the techniques involved in sprint starting, and in this article we will not attempt to add to the authoritative analyses which are available. We would like to cover the period just prior to the start of the race. To our way of thinking, many races are won or lost as a result of the procedures followed by some of the competitors before the actual running of the event.

It seems to us that track athletes should develop a routine to follow as they prepare for the start of a race. This, of course, is especially true for the sprints and hurdle events. Most

## Do It Right From the Start

By V. B. HICKEY

Supervisor of Physical Education, University of California, Davis, California

NECK MUSCLES RELAXED

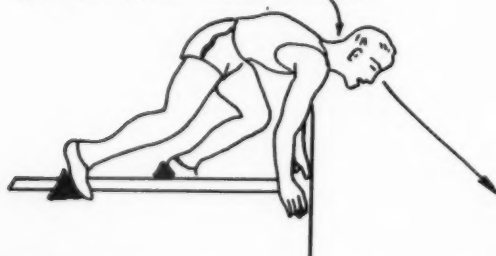


EYES FOCUSED HERE

MOST OF THE WEIGHT RESTING ON THIS KNEE

The "on the mark" position is shown in Illustration 2, and should be assumed quickly, with a minimum of shifting of the feet and hands. Once this position is assumed, the chin should be lowered, eyes focused on the ground directly in front of the athlete, neck muscles relaxed, with most of the weight resting on the knee.

NOT TOO MUCH STRAIN HERE



EYES FOCUSED HERE

Illustration 3 shows the position of "get set" where all attention should be centered on getting away with the gun. The eyes should be focused on the track close to the athlete, not down the track or on the finish line. Do not lift the head up to a point where a strain is noticeable on the muscles in the back of the neck.

athletes are a bit nervous and jumpy at the start of a sprint race. We believe if they had a definite routine to follow at this time, their tendency to tie up would be lessened.

Most track coaches do not have the opportunity of watching their charges at the start of a race, when they are actually in competition. Usually, coaches are asked to move away from the scene of action before the event gets underway. It has been our observation, as a starter for some thirty years, that many athletes handicap themselves unnecessarily at the start of the sprint events.

If coaches would have their boys develop a definite routine to follow for starting all races, there would be less chance of their handicapping themselves during this phase of the event.

For example, many sprinters will take their practice starts without a definite pause between the act of getting set and actually starting. In other words, they will come up to the set position and start immediately. Now, when the start does take place, the tendency for a false start is much greater than if a good routine, with a definite pause at the set position had been established.

From a psychological standpoint, we believe all runners would be more at ease if they had a definite routine to follow when taking their practice starts, and they should follow this

(Continued on page 63)

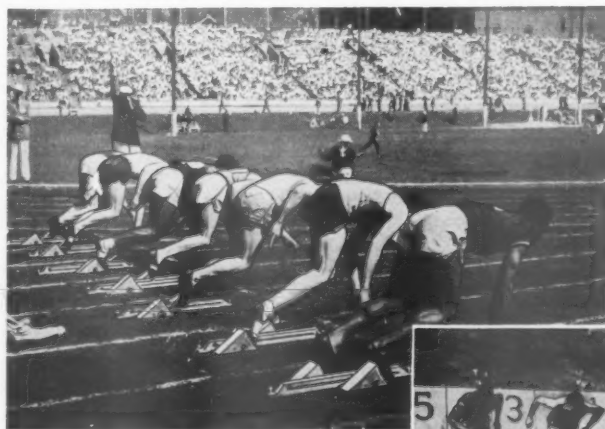


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 120 h.h.-13.4—Jack Davis...Bakersfield, Calif. 6/22/56  
 120 h.h.-13.3—Jack Davis...Australia 11/17/56  
 220 l.h.-22.3—Harrison Dillard...Nat'l. Inter. 6/21/47  
 220 l.h.-22.2—David Sime...Durham, N. C. 5/5/56  
 480 s.h.r.-58.4—Univ. of Mo....Drake Relays 4/27/57

880 r.-1:46.8—Tom Courtney...Los Ang. Col. Relays 5/24/57  
 880 y.r.-1:22.7—Univ. of Texas...Texas Relays 4/5/57  
 440 y.r.-39.9—Univ. of Texas...Kansas Relays 4/20/57  
 100 m.d.-10.1—Leamon King...Ontario, Calif. 10/57  
 200 m.-20.7—Andrew Stanfield...Helsinki 1952  
 200 m.-20.6—Bobby Morrow...Australia 1956  
 200 m.-20.2—Melvin Patton...Los Angeles, Calif. 5/7/49  
 200 m.-20.0—David Sime...Sanger, Calif. 6/9/56  
 110 h.h.-13.7—Harrison Dillard...Helsinki 1952  
 110 h.h.-13.7—Jack Davis...Helsinki 1952  
 400 m.-50.8—Charles Moore, Jr....Helsinki 1952  
 400 m.-50.1—Glen Davis...Australia 1956  
 400 m.-49.5—Glen Davis...Los Angeles 6/29/56  
 800 m.r.-1:47.7—Tom Courtney...Australia 1956  
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Illustration 1 shows batter using his front forearm as a horizontal guide.

# Overcoming Batting Weaknesses

By JAMES SMILGOFF

Baseball Coach, Taft High School, Chicago, Illinois

**B**ATTING weaknesses differ from batting faults. Weaknesses are related to types of pitches; batting faults relate to physical actions in the batting process. A batting fault is an imperfection originating with the batter. A batting weakness originates from the delivered pitch by the hurler.

Mickey Owen, former major league catcher, and at present a big league coach, claims that a batter who shows one weakness automatically has two such defects. He explains it in this way. After a while the batter learns that the opposing pitcher knows his batting weakness and is pitching to it with success. Then the batter changes his stance to hit the pitch which is responsible for his weakness, and soon he is surprised to see a pitch to his old strength. Thus, he is caught flat-footed, and by outguessing the batter, the pitcher now has two weaknesses to work on.

## Overcoming Weakness Against the High Inside Fast Ball

The high inside fast ball is considered a basic pitch in baseball. For this reason a batter must be able to hit this pitch to avoid being guilty of a basic weakness.

Bending over the plate slightly should help to cut down the size of the high inside strike area. It should also decrease a batter's tendency to swing at questionable high inside pitches. During Mickey Mantle's first few years with the New York Yankees, a few pitchers thought they had discovered a weakness in his hitting.

They would pitch high and inside, and if they got a strike against him, they would continue to pitch there with succeeding higher high inside pitches, trying to tempt him into going after a bad pitch. Occasionally, this method proved successful until Mickey began to catch on to the plot. Now Mickey bends over slightly in his stance at the plate, and hits that pitch with authority.

When a batter has a weakness against this pitch, it may be wise for him to take these pitches until he has two strikes against him. In this way he swings less frequently at pitches which are thrown to his weakness. He is also less apt to divulge his weakness since he offers at it less frequently. Keeping a weakness secret until it can be improved is considered smart batting.

Raising the front elbow may give more freedom on the swing. This movement should help to achieve better timing by enabling the batter to swing the bat farther forward to meet this pitch. It also allows for a fuller swing in getting at this type of pitch, thus putting more power into the swing.

Starting the bat holding position closer to the high inside strike zone cuts down the distance the bat has to travel to get into that zone. This position should enable the batter to get at the high inside pitch quicker and farther out in front of the plate in order to meet it with more force and power.

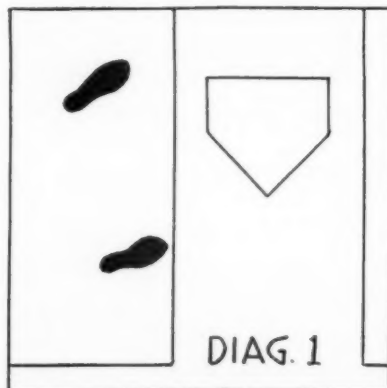
Using the front forearm as a horizontal guide through the high inside strike zone should help to level off the bat more accurately into that zone (Illustration 1).

Opening the front foot (pointing the toes of the front foot toward the batter's power field) facilitates his hip rotation on the swing, which in turn activates fuller and more complete body rotation on that swing (Diagram 1). This increased freedom of movement allows for better timing in getting at the high inside pitch (Illustration 2).

Often an open stance is advisable in overcoming weakness against the high inside fast ball. This stance turns the body toward the pitch; it also turns the batter's body in the direction of his swing. Some batters see the pitch better from this stance.

Tightening the wrists sooner may also prove helpful in getting the bat

The open stance.





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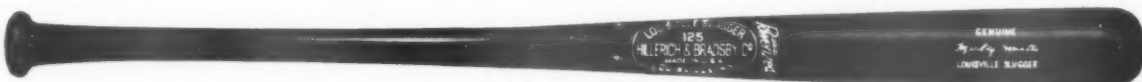
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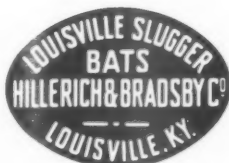


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**54 OFFICIAL "It's a Louisville" SOFTBALL BAT.** Assorted models turned from Ash and Hickory. Brown Finish and Black Zapon grip. One dozen in carton, 6/33" and 6/34"; shipping weight, 23 pounds **Each \$2.20**



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**54L OFFICIAL "It's a Louisville" GIRLS' MODEL.** Natural White Finish Ash with Blue Zapon Grip. One dozen in carton, 33" length; shipping weight, 18 pounds **Each \$2.20**



**52H OFFICIAL SOFTBALL BAT.** Turned from Hickory, and finished in Ebony. One dozen assorted models to carton, 33" and 34" lengths; shipping weight, 23 pounds **Each \$1.80**



**52 OFFICIAL SOFTBALL BAT.** Natural Finish. Ash. One dozen assorted models in carton, 33" and 34" lengths; shipping weight, 22 pounds **Each \$1.80**

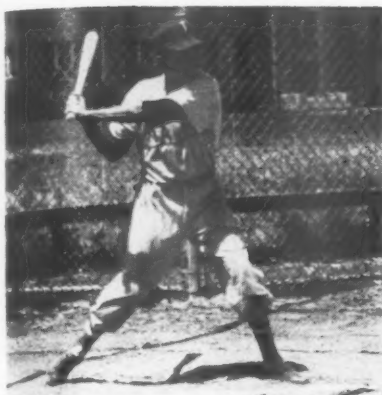


**51H OFFICIAL SOFTBALL BAT.** Turned from Hickory with Maroon Finish and Gray Zapon Grip. Assorted models. One dozen to carton, 33" and 34" lengths; shipping weight 22 pounds **Each \$1.60**



**50 OFFICIAL SOFTBALL BAT.** Brown Finish. One dozen assorted models to carton, 33" and 34" lengths; shipping weight 22 pounds **Each \$1.25**

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The open stance allows more and freer hip rotation on the stride and swing (Illustration 2).

around quicker against this pitch. Using the right wrist more emphatically has proved helpful to some batters in meeting the high inside pitch with more authority. Turning the palm of the top gripping hand on the bat upward often leads to a faster and quicker starting speed on the swing.

#### Improving Against the High Outside Fast Ball

The high outside fast ball is sometimes used against long ball hitters. When the center field fence is a long distance from home plate, or when a strong wind is blowing in against the batter, this pitch often results in a fly to the center fielder.

In order to combat this pitch, the batter should keep his arms farther away from his body so he will be able to reach it easily with the bat. Throwing the rear hip inward toward the plate on the swing should provide plate coverage with the bat. It should also give the batter enough body leverage and balance to hit this pitch to the opposite field.

Keeping the front forearm parallel to the ground on the swing should enable the bat to level off on the ball more easily, and avoid chopping at it.

The batter should try to hit this pitch to the opposite field. Pulling it often results in hitting the ball toward the longest part of the field (center field) where it can more easily result in an out. For this reason batters like Mickey Mantle, Ted Kluszewski, Ted Williams, and Eddie Mathews are often pitched high and outside.

#### Eliminating Weakness Against the Low Inside Fast Ball

The low inside fast ball must be

followed long enough to be hit. It must be followed all the way to the plate because of its large and difficult angle of perception. The batter must also follow the ball all the way with his body; that is, he must place his body into position on the stride to hit this pitch. Too many batters keep their bodies high on the low inside pitch. They must learn to lower their bodies downward slightly as they strike toward the pitch (Sequence A).

Tom Sheehan, chief scout for the New York Giants, was recently asked what was the most effective pitch for a relief pitcher to possess. He answered, "A sinker thrown sidearm or underhand. It is almost impossible to hit this pitch out of the infield." We would like to add that this pitch is usually thrown low and inside by a right-handed pitcher to a right-handed batter. The batter usually carries his body too high on the swing and tops the ball for an easy grounder which often results in a double play.

On this type of pitch the batter should adjust his arms downward and slightly inward on the swing. This position helps to level off the bat; otherwise, the pitch will have to be hit with a golf swing action. However, caution must be exerted to see that the swing is not cramped by too much inward adjustment of the batter's arms.

The batter should let his body fall away slightly from the plate and into the ball on the swing. Thus, his body is in a better position for the bat to get at the low inside pitch.

Lowering the starting position of the arms while holding the bat in the ready position places the bat closer to the low inside strike area. It also decreases the distance the bat has to travel on the swing into that area.

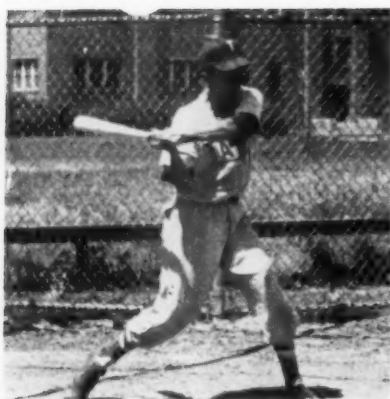
#### Improving Hitting Against the Low Outside Fast Ball

The low outside fast ball is one of the most difficult pitches for most batters to hit. They tend to fall away or pull their bodies away from this pitch too soon.

Keeping the body weight over the toes on the stride is a big help in improving this weakness. Harvey Kuenn, Detroit Tiger infielder says, "I get many doubles and triples down the right field line in the various American league parks because I keep my hips slumped inward toward the plate to guard against a weakness on this



Series A



As shown in Illustration 3, keeping the bat back into hitting position on the stride helps to control batting power.

pitch. Learning to hit the ball where it is pitched puts more power and better swinging leverage into the batted ball. My teammate, Al Kaline, is a firm believer in hitting the ball where it is pitched. We both feel that this is an extremely important point in developing good hitters."

Holding the starting arm position fairly low may also help to propel the bat toward the ball more accurately and more easily.

It is wise for the batter to check his batting stance for adequate plate coverage with the bat. The barrel of the bat must be able to cover the low outside area of the strike zone.

Some batters turn the toes of their stride foot excessively, and open their front hip too much to reach the low outside pitch effectively. A stance that is opened up too much may rotate the batter's body too soon on the swing so that the bat is swung too far forward too quickly to meet this type of pitch in an effective manner.

#### **Increasing Success Against the High Inside Curve Ball**

The high inside curve ball, when thrown by a right-handed pitcher to a right-handed batter, usually hangs and does not break well. This makes it a fairly easy pitch to hit if the batter does not fall away from it too soon on the stride. Falling slightly away from this pitch, but into the ball at the same time, puts the batter's body into a good hitting position on this pitch. Recently, we saw Andy Carey, New York Yankee infielder, hit a home run on this type of pitch to help win an important game.

Keeping the bat back in its hitting position on the stride is important in maintaining it in a balanced, power position (Illustration 3).

Holding the front elbow high and

out away from the body gives confidence and protection to the batter against being injured by this type of pitch.

Smart batters stride for the high inside curve ball on all pitches which start in pitching flight over their heads when thrown by a right-handed pitcher against a right-handed hitter, or when thrown by a left-handed pitcher against a left-handed hitter. This pitch can only be a strike if it breaks downward into the high inside strike area. A fast ball would pass over the batter's head.

#### **Defeating Weakness Against the High Outside Curve Ball**

The high outside curve ball is seldom thrown intentionally by a pitcher. This type of pitch is easy to hit because it is easy to follow due to its proximity to the batter's eye level. It also loses its intimidating effect when thrown into this area of the strike zone.

Holding the arms farther away from the body, keeping the front forearm parallel to the ground, swinging toward the opposite field, and throwing the rear hip inward toward the plate on the swing should all prove helpful in overcoming this weakness.

The batter should follow this approaching pitch with one thought in mind; it can only be a strike if it breaks downward into the strike zone.

#### **Decreasing Weakness Against the Low Inside Curve Ball**

Against the low inside curve ball, the batter's body must be lowered into the pitch, his arms must adjust slightly inward on the swing, and his body must fall away slightly in a balanced position ready to hit the ball.

It is important that he lower his hands soon enough in order to get the bat in a lowered position quickly enough to swing it through the low inside strike zone area in time to meet the ball solidly.

#### **Conquering Weakness Against the Low Outside Curve Ball**

The low outside curve ball is the bane of many a batter's existence. Because the pitched ball starts toward the batter's head in its approaching flight, he fears being hit. This fear tends to make him pull his body weight away from the plate, when it is urgently needed toward the plate, as the ball breaks sharply toward the outside corner.

The batter should try to ascertain and determine this pitch early in its

approaching flight. He should practice batting often against curve balls. It is necessary for him to keep his body weight over his toes, his hips slumped inward toward the plate, the starting position of the bat fairly low with good plate coverage, and try to hit the ball to the opposite field.

He should learn to keep the bat back on the stride so that part of the swing is not dissipated. Too many batters carry their bats forward (toward the pitcher) with the stride and lose part of their swinging power. A batter should hold the bat back in its original starting position on the stride until he is ready to start the swing into the ball.

More emphasis should be placed on keeping both hips inward toward the plate on the low outside curve. We think this is the real secret in hitting the curve ball.

Closing the stance slightly (placing the front foot closer to home plate with the toes turned slightly toward the catcher) sometimes proves helpful against consistent curve ball pitching. The closed stance helps the batter to maintain his body weight inward toward the pitch (Diagram 2).

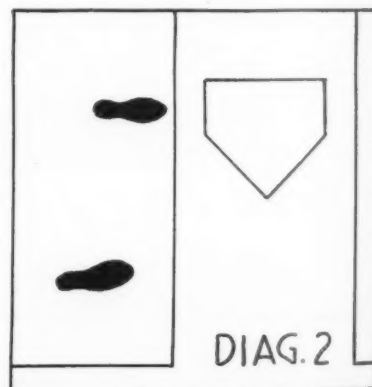
In 1952, Gil Hodges was a dead left field hitter. He was having difficulty occasionally against the low outside curve ball. During that season he hit .254. The next spring Charlie Dressen changed Hodges' stance by closing it slightly so he could hit the outside curve to right field. Hodges' average came up from .254 to .302 and he batted in 122 runs in 1953.

#### **Overcoming Weakness Against Change-Up Pitches**

The purpose of the change-up is to change or throw off the batter's timing by having him stride too soon against a slow pitch. Batters who receive this type of pitch often can com-

(Continued on page 42)

The closed stance.





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# ATHLETIC JOURNAL

**America's First Coaching Magazine**

**Vol. XXXVIII February, 1958 No. 6**

**Published by  
THE ATHLETIC JOURNAL PUBLISHING CO.  
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## Telling Our Story

**R**ECENTLY, we had lunch with two very respected leaders in the field of athletics. In the course of the conversation, it was brought out that athletics need more champions — not sprint champions, nor batting champions, but individuals who will champion the cause of athletics. In other words, as we pointed out last month, athletic officials have been lax in selling the values of athletics.

Athletics can never be sold solely on the grounds that they develop the physical body, because if that were true, then the physical education program would serve the purpose. Interschool athletics exist as an expression of loyalty and a cohesive unifying force to which the entire student body is closely attracted.

Athletics exemplify the lessons of self-sacrifice and achievement. As someone once said when asked to define economics: "There 'ain't' no free lunch." Likewise, there is no easy road to success whether it be in education, athletics or business.

In our report on the status of high school football, we pointed out that the fear of injury either from the standpoint of the players or the parents was an important factor in lessening the amount of participation. Numerous statistics are available to show the incidence of injuries and fatalities, and every coach should have these figures readily available to correct misinformed individuals.

Athletics complement the educational program because they afford the laboratory in which the educational lessons can be tested. Modern education is designed to teach the student to live in the best interests of all. In athletics, the student puts these lessons to work by learning to discipline himself mentally, physically, and emotionally. With

the increased demands upon the taxpayer, there is a reluctance to spend money for the so-called "luxuries" of education. In many circles, athletics have been classed in this group only because there have not been enough individuals who will speak in their behalf.

Athletics teach a respect of rules and a sense of cooperation. Unfortunately, when an athlete does get into trouble, the occasion is given undue publicity. Here again, those who believe in athletics have been lax in pointing out the number of campus leaders who are athletes or the fact that athletes comprise a very small proportion of those causing trouble to school or law-enforcing authorities.

Athletics need men who will come forth and tell the story. There are any number of values to be obtained from competition in interschool athletics. The public, the parents, and the students should be informed constantly of these values.

The coach and athletic administrator are in an enviable position to extol their profession. They are called upon constantly to address public gatherings, asked to express an opinion or make a statement for the press or television. They should use these occasions to tell the story of athletics.

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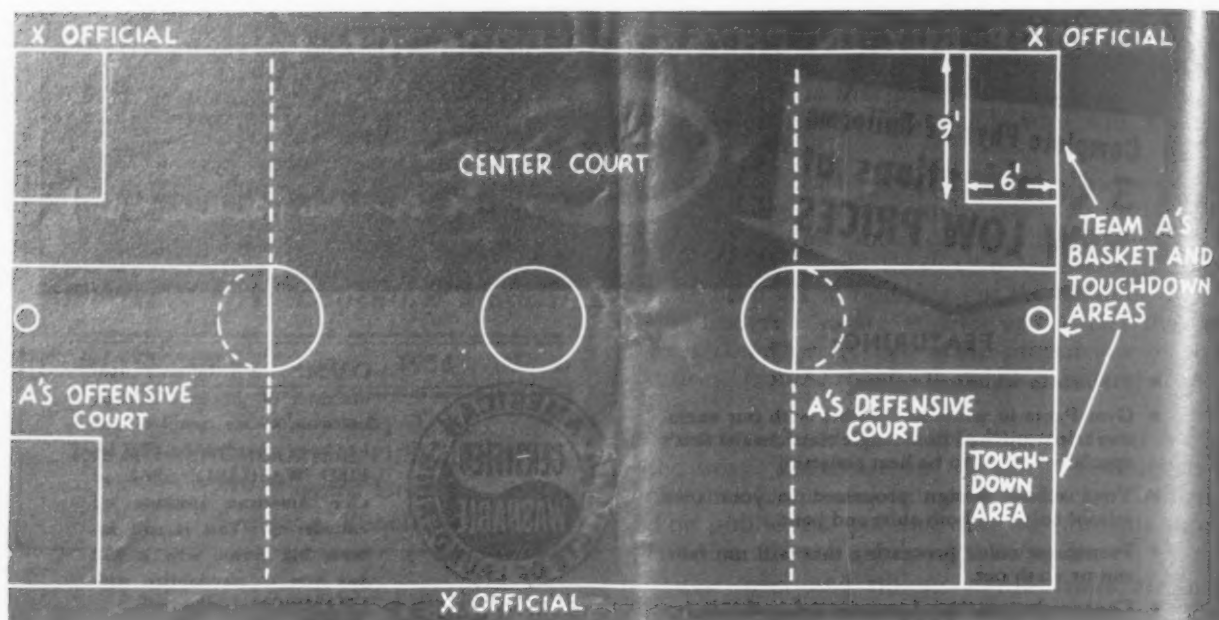
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# Indoor Speedball

By LOUIS P. DiORIO

Director of Health Education and Physical Education, Youngstown University

IN the past, physical education instructors have made detailed plans for outdoor programs. In so doing, almost all have experienced the onslaught of spring rains and various unforeseen circumstances which made it impossible to carry out the proposed program. Of course, indoor drills which were pertinent to that particular aspect of the program were used. But very often the playing end of such outdoor activities suffered because of lack of space, etc.

We used indoor speedball as a substitute for outdoor or regular speedball. It is an exciting game which was played by a professional theory class and the required physical education classes at Illinois Wesleyan University in the spring of 1957. The game was also introduced at Normal Community High School, Normal, Illinois, under the direction of Mr. Fran Somers. In both instances it held the interest of the students.

Indoor speedball is probably nearer the type of basketball which was played in the days of J. B. Naismith than is the game of basketball as it exists today. It requires players who have skill in passing, catching, kicking, shooting, starting, and stopping. In general, overall maneuverability

and coordination are needed. In a game of keen competition with highly skilled players, endurance is a prime requisite.

The game is relatively easy to learn if the players have had training in soccer, basketball, and/or speedball. On the other hand, indoor speedball can be used as a lead-up game for the previously mentioned sports. The rules are similar to those of speedball and basketball with minor changes to meet the peculiarities of the indoor game. In general, the play is the same as speedball except for the scoring situations.

**Playing Area and Equipment.** Indoor speedball can be played on any basketball court of sufficient size. The larger, the court, the better are the playing conditions. Each team defends its own basket (goal) and touchdown areas where opponents try to score points. The center line that would normally be used in basketball should be disregarded. A soccer ball is used.

**Players.** Indoor speedball may be played with as little as five, or as many as nine players on a team, depending on the size of the court.

**Scoring.** A score may be made in one of three ways: 1. A shot in the

basket (field goal)—2 points. 2. A touchdown—a player catching the ball while standing in an opponent's touchdown area—2 points. 3. A successful throw at the basket as a result of a foul—2 points.

The winner of a game is determined by the team that registers the greatest number of points. In case of a tie, the winner may be determined by an overtime period or the sudden death situation.

**Length of Play.** The length of play depends on the particular class situation. However, in official play the periods are similar to those used in high school or college basketball. The present basketball scoreboard and clock can be used when regular basketball periods are played.

**Initiating Play.** Play is started by the conventional basketball center jump.

**Playing Rules.** There are various rules which regulate playing situations. Many of the rules are the same as those of basketball and speedball. However, certain rules are pertinent to indoor speedball. The most frequently used rules of basketball and speedball with specific indoor speedball rules are as follows:

(Continued on page 49)



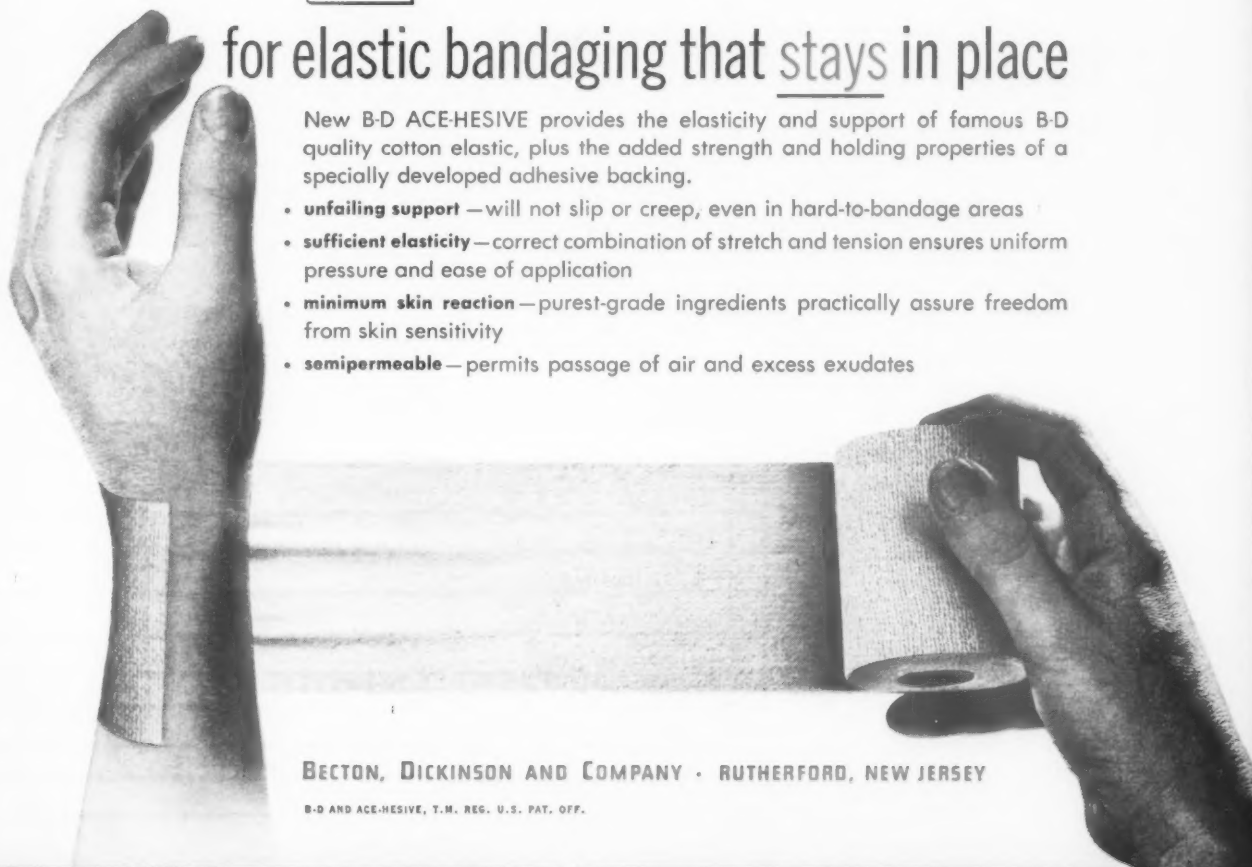
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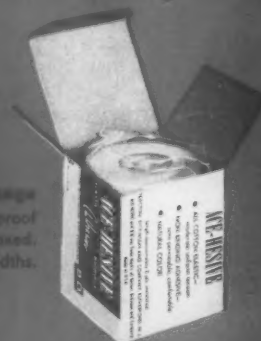


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# The Pitching Index As a Coaching Aid

By JOHN DONNELLY

Baseball Coach, Pan American College, Edinburg, Texas

If pitching is 90 per cent of defense in baseball, then, conversely, a consistent knowledge of the strike zone is its counterpart on offense. It is a generally accepted fact that the earned run average and runs batted in represent the true worth of pitchers and hitters. However, these statistics are impractical in that they are not as readily accessible as they might be when utilized as coaching aids on a day-to-day and game-to-game basis. The responsibilities involved in coaching high school and college baseball are many and varied. If a boy is to reach his real potential, he must have every opportunity to learn to play both offense and defense consistently and well. There must be a balance.

At Pan American College a pitcher's device has been developed which enables pitchers and hitters to comprehend fully the value of each pitched ball. Simple statistical emphasis is used to illustrate that it is the pitcher's prime responsibility to get the batter out by forcing him to hit the ball — that is, to hit it poorly. Conversely, it is the batter's job to know his strike zone so thoroughly that he avoids foolish strike-outs.

In order to achieve the pitcher's goal, we place a premium on his ability to get the ball into the strike zone on his rather than on the hitter's terms. The pitcher is credited with a +3 on a poorly hit ball, but only a +2 on a strike-out. He is given a -3 for issuing a base on balls; a -1 for a well-hit ball; and a -1 for a wild pitch. Since each pitch is recorded by the team manager or statistician it is very simple to identify the real values of the accompanying chart as exhibited by this actual account of a contest. Flores, pitching for Pan American College, turned in a most creditable performance in defeating Southwestern University 6 to 0. Flores threw a total of 89 pitches. He faced 29 men; was credited with throwing 34 called or swinging strikes; threw 12 first strikes; was credited with 18 poorly hit balls; struck out five; issued two bases on balls; gave up four well-hit balls; and

was charged with no wild pitches.

In developing our baseball teams, great importance is placed on the pitching game. We do not allow our pitchers to use any freak deliveries or pitches. Each boy is given ample coaching in the use of the fast ball and the curve. In addition, some players are encouraged to develop a sidearm fast ball which is thrown with from moderate to fair speed. This particular delivery has given many of our players an extra pitch

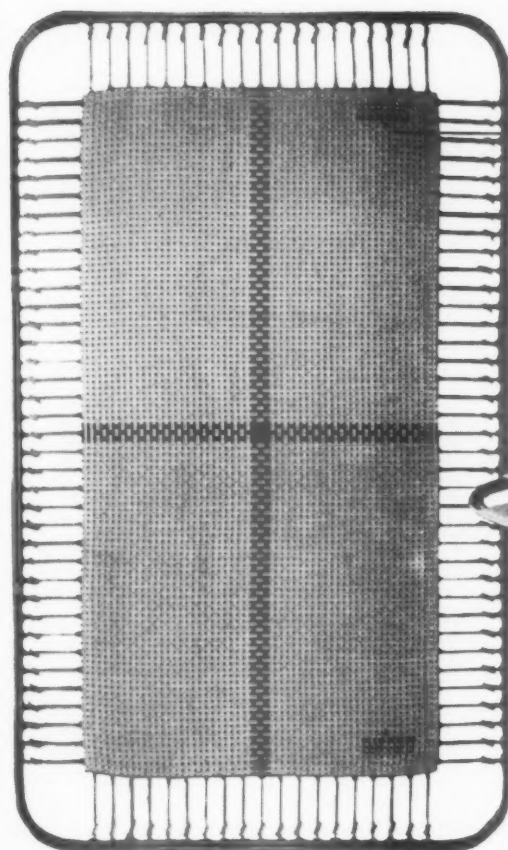
at a time when it was badly needed. In teaching the change-of-pace, we have found that the slow, low curve is both the easiest to teach and to learn. We have four rules which have simplified the pitching problem for us. They are as follows: 1. Change the speed on pitches constantly. 2. Change the angle — learn to toe the pitcher's plate from both sides as well as from the middle; learn to throw a sidearm pitch once in a while. 3. Change the pitch itself; do not throw either fast balls or curve balls constantly. 4. The pitcher should insist that the catcher give him a good target. It may be all right for the professionals to present flashing targets, but this maneuver is not practical.

In using this pitcher's index, a team should prepare for a game by having the pitchers and catchers watch the opposition as their players take batting practice. Particular

(Concluded on page 51)

PITCHERS' RECORD PAN AMERICAN COLLEGE vs. SOUTHWESTERN UNIV. DATE 4-6-57

INNING		Pitches	Batters										
1	BBSSS / SBPH / PH / BSBPH / BSPH	(16)	5										
2	SPH / SBPH / BSBBB / SSS	(13)	4										
3	PH / SBBBSB / BSSWH / PH	(12)	4										
4	SPH / SSBS / PH / PH	(8)	4										
5	WH / PH / WH / BPH	(5)	4										
6	BSSS / BSBPH / B WH / SSBBAPH	(17)	4										
7	SSBBS / SSBPH / SSBBPH / SSBPH	(18)	4										
TOTAL PITCHES THROWN		89											
MEN FACED		29											
STRIKES		34											
FIRST STRIKES		12											
POORLY HIT BALLS		18											
STRIKE-OUTS		5											
BASES ON BALLS		2											
WELL-HIT BALLS		4											
WILD PITCHES		0											
PITCHER FLORES													
TOTALS	+14	+5	+2	+11	+4	+7	+11						+54
INNING	1	2	3	4	5	6	7	8	9	10	11	12	
POORLY HIT	+3	+12	+6	+6	+9	+6	+6	+9					+54
STRIKE-OUT	+2	+2	+2	0	+2	0	+2	+2					+10
BASE BALLS	-3	0	-3	-3	0	0	0	0					-6
WELL HIT	-1	0	0	-1	0	-2	-1	0					-4
WILD PITCH	-1	0	0	0	0	0	0	0					0



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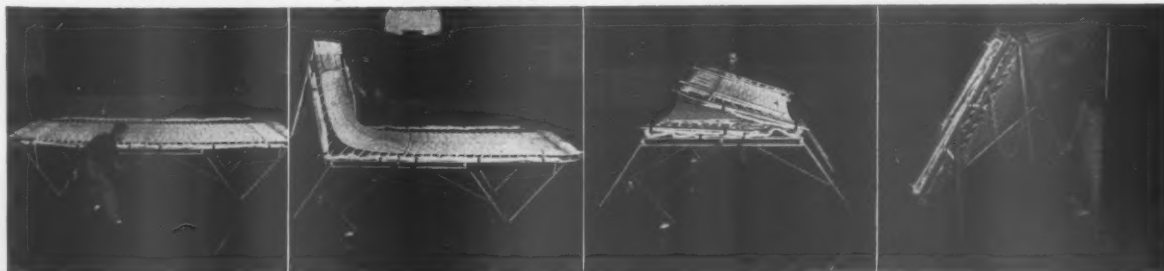
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**T**HROUGH the years, baseball experts have generally agreed that pitching is the major phase of defensive baseball. These experts, including professional managers, vary in their estimates regarding the comparative value. Some say 60 per cent, others 75 per cent, but all agree that pitching is the most important area in baseball defense.

However, the professionals can select their players from the best in the land, while the high school coach must be satisfied with what he gets. Due to this factor, we believe the picture is greatly changed and the percentages altered somewhat. Without a doubt, pitching is still the major phase of defensive high school baseball, but the high school catcher is almost as important. Thinking back over several seasons, we can recall successful high school baseball teams which, defensively, may not have had much more than an excellent pitcher teamed with an excellent catcher. We do not recall a high school team that could be considered outstanding with a poor catcher.

The catcher is the quarterback of a baseball team. He is the only player on the field who has every situation in front of him. Just as a quarterback in football, the catcher has a great deal to remember. Whoever called a catcher's equipment the *tools of ignorance* certainly made a drastic error. A good catcher must study; study the batters, study the defensive situations, and study the base-runners. His studying should begin as soon as his opponents start their batting practice. The catcher should note the long ball hitters, the pull hitters, the late swingers, and the good bunters. A notebook might be of help to him so he can jot down his observations and refer to them as the game progresses.

During the opposing team's batting practice the catcher may notice little idiosyncrasies which can be of value when calling the pitches. Following are certain characteristics which may tip him off: 1. Step away batter (foot in bucket)—pitch low and outside. 2. Rear shoulder drop—pitch high. 3. Long stride—pitch high, slow curve. 4. Short stride—pitch low. 5. Anxious batter—have the pitcher take plenty of time.

The pitcher and catcher should sit together on the bench and discuss any of the characteristics they may observe either during the opponent's batting practice or during the game itself.

In addition to noting batting weaknesses, there are certain situations which call for specific strategy in re-

gard to calling certain pitches. We believe both the catcher and the pitcher should be responsible for recalling and using this strategy. If necessary, the catcher should call time in order to remind the pitcher of the situation and the strategy which should be utilized.

Following is a list of situations which call for definite battery strategy:

1. Never call for a slow ball to a poor batter.
2. Try to make the first pitch a

With all this information in mind, we are ready to let the catcher step behind the plate. From the squat position, which should be comfortable, the catcher gives his signals to the pitcher. The glove should rest just in front of his left knee to hide the signals from the third base coach. His fingers should be placed high against his right thigh; if they are extended too low, the signals may be observed from behind.

As far as the exact signal system is concerned, we have always left that

# The High School Catcher

By **ANDREW W. GRIEVE**

*Athletic Director, Sherburne, New York, Central School*

strike, but not always a fast ball.

3. A waste pitch should never be too far from the plate, but not over it. Use a curve breaking just outside the plate or a fast ball inside on the hands.

4. Pitch to a batter's weakness when ahead on the count.

5. With a runner on third, call for a low curve, forcing the batter to hit it on the ground and set up a possible play at home.

6. With a runner on first and a bunt situation, call for a high pitch and watch for the pop-up.

7. With runners on first and second and a bunt situation, call for an inside pitch to a right-handed batter and outside to a left-handed batter to set up a possible force at third.

8. On the squeeze play call for a pitch directly at a right-handed batter and outside to a left-handed batter.

up to the battery. If, however, the signals are being stolen, and we have seen this happen in high school baseball, the three signal system may be used. The catcher gives three finger signals with either the first, second or third being the specific call. The system can be changed from inning to inning if it is deemed necessary.

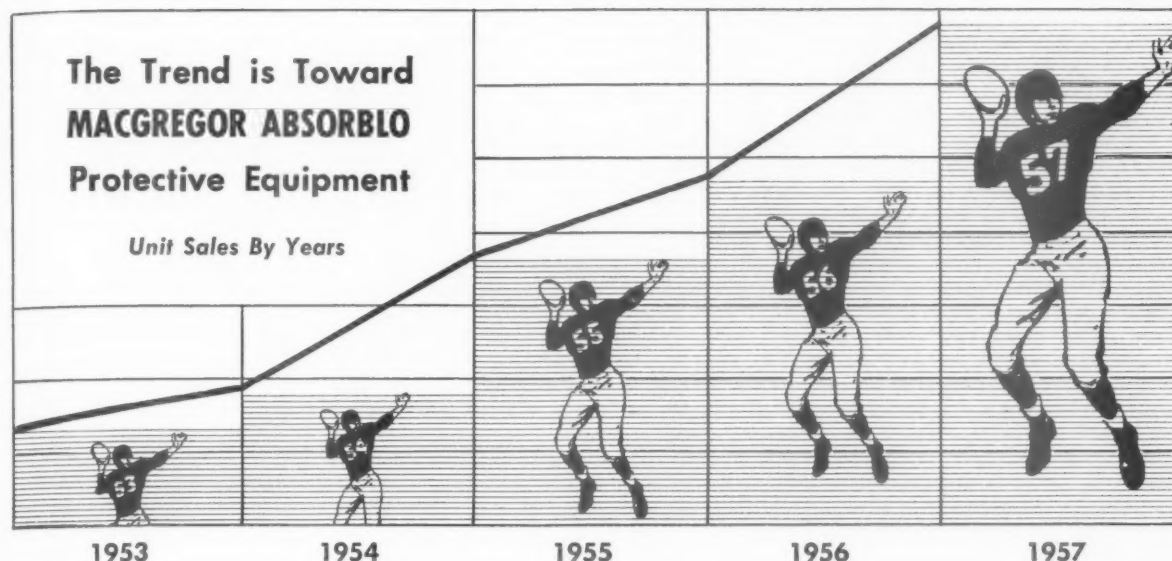
Once the signal has been given, the catcher should rise from his crouched position, bending his knees slightly, depending on where he wishes the pitch. His weight should be on the balls of his feet and his glove should be held steady to provide a good target for the pitcher. However, the catcher should watch so that he does not tip off the pitch by placing his glove in certain positions for specific pitches. It is also a good idea to check with the umpire early in the game to ascertain whether his receiving position is impeding the umpire's view. This little bit of courtesy is especially important when the umpire has never worked behind the catcher.

A little hint which may save the catcher a torn fingernail or even a broken finger is the proper position for the *meat hand*. One accepted method is to clench the fist, with the thumb beneath the fingers and close to the palm of the hand. The second method is to form a *U* by flexing the fingers, so the finger tips point back

**A**NDREW GRIEVE is an old friend of ours who has authored articles on football, six-man football, and basketball. He coached at Wellsburg and Van Etten High Schools in New York and at Wyalusing, Pennsylvania, High School before accepting his present position.

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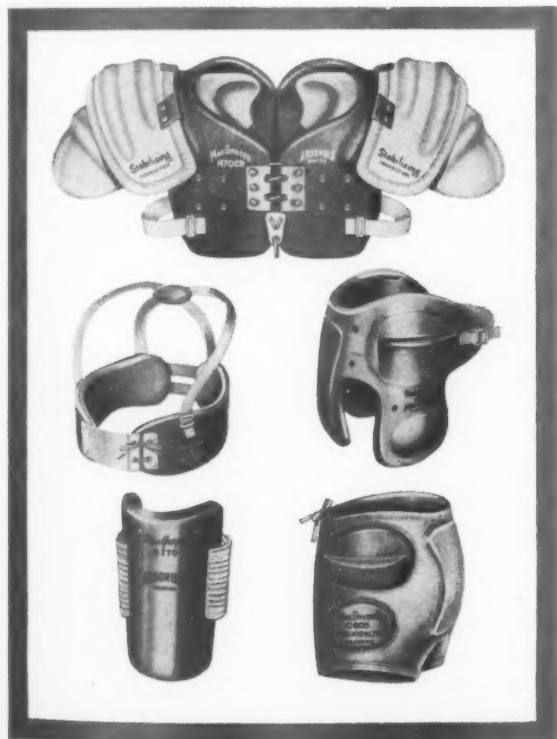
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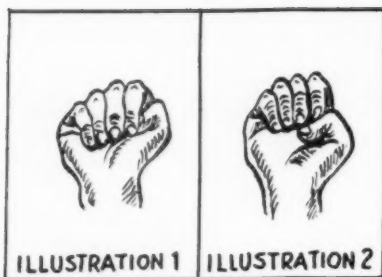
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toward the wrist. A catcher's thumb should be flexed so the first joint rests against the finger tips of the first two fingers. These two methods are shown in Illustrations 1 and 2.

The catcher's hand should never be opened until the ball is in his glove. By remembering this point those gnarled fingers typical of old-time catchers will be prevented.

An extremely important phase of catching is the proper shift. Far too many young catchers never perfect this art. On outside pitches, the catcher must step first with his outside foot, never crossing his feet. In only rare cases should the catcher backhand pitches. A habit which high school catchers must avoid is turning their backs on low pitches. The smart catcher will never shift on pitches close to the plate. If he must shift on a pitch, the umpire will rarely give him the break on the close pitch.

Throwing to a base involves several factors. Do not reach forward for the pitch because it may be a hit and run play and the catcher will end up with a sore hand and two men on base rather than just one. When it is obviously a steal, he should shift his right foot back and step with his left foot directly toward the base. The catcher should practice until he can make an accurate and rapid throw to each base by using only this one step. Too many high school catchers run halfway to a base before they throw. On a steal the catcher should never throw sidearm. He should throw the ball from behind his ear. The only time a sidearm throw is permissible is on a sneak pick-off to third, but even then we hesitate suggesting this throw unless the catcher has practiced it thoroughly.

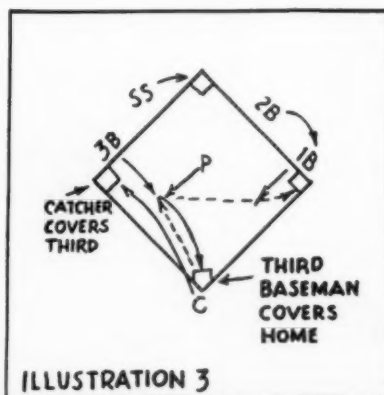
Foul pop-ups are the nemesis of high school catchers. As the ball is fouled off, the catcher should remember that an inside pitch will go to his left, while an outside pitch will go to his right. He should whip off his mask and hold it until he knows exactly where the ball is. Then he should toss the mask away. He may very well step on the mask if he drops it premature-

ly. The catcher must always remember that a foul pop-up spins toward the infield and will curve in that direction. He should line up the ball directly over his head and step back to catch it. When a ball is dropped, it is usually because the catcher has to reach for it. His glove should be held at almost shoulder height, with the glove level, the pocket up and fairly close to his chest. As the ball hits the pocket, the catcher's bare hand should be used to trap it.

The bunt can prove to be a tough play for the catcher. He should charge out on all bunts, except, of course, on the squeeze. If he does not field the bunt, he should be watching the baserunners to call for the proper throw by the fielder who has his back to the play. It is smart baseball to get the lead runner, but the catcher should be sure of the out before gambling.

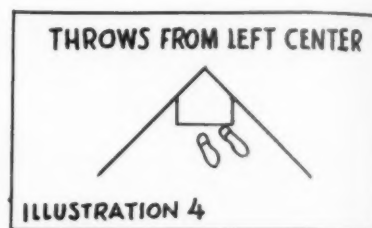
If the catcher fields the bunt he should use both hands, pushing the ball into the glove with his bare hand so he can get a proper grip on it for the throw. He should hop to get his right foot back for the throw, straighten up, and throw overhand. On close plays he may have to throw underhand. On the throw to first, the player who is covering first should give the catcher a target on the inside of the diamond to prevent hitting the runner.

Many times a smart base-runner is able to advance from first to third on a bunt which the third baseman must field. In this situation, the only player able to cover third is the catcher. The first baseman will be charging in on the bunt, the second baseman is moving to cover first, and the shortstop is covering second. Both the pitcher and the third baseman will be moving in to field the bunt. Since the bunt is down the third baseline, the catcher should be moving in that direction and he continues on to third to cover the bag. After making the throw to first, the third baseman con-

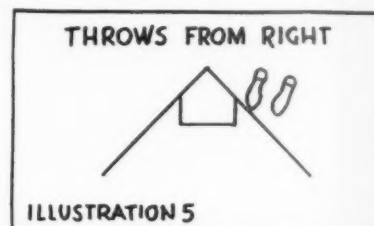


tinues on in his original direction and covers home. An unguarded base can cost a ball game. This play is shown in Illustration 3.

Tagging a runner may seem to be a simple matter, but there is a proper and an improper method. The catcher should hold the ball in the glove with his right hand. He should never reach for a tag, but should let the runner slide into the glove. If he does not have the ball, he should not block the plate. On all throws to home from left and center, his position is in fair ground directly in front of the plate (Illustration 4). The catcher



should drop down to block the front corner of the plate. He should give the runner the rear corner, place his glove there, and let the runner slide into the tag. On throws from right field the catcher's position is in foul territory on the third base side of the plate (Illustration 5). He should drop down, blocking the rear corner of the plate, and force the runner to slide for the front corner where he should slide into the tag.



In a run-down situation, the catcher must remember the object of the game is for the runner to touch the plate. He should keep the runner away from it by forcing him back to third. The tag should be made close to third rather than home.

The double steal, with runners on first and third, is another major problem for the high school catcher. In this situation, we have seen coaches so frustrated that they conceded the runner on first a steal of second. Catchers must have faith in their arms and be ready to throw to any base. The specific method used in de-

(Continued on page 59)



they're

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**S**OMETIMES high school coaches and administrators feel that parent groups, other than the PTA and community booster clubs, do more harm than good. This tendency stems from many high-pressure college organizations which are inclined to run the sports program, and try to make the teams a separate part of the institution. Then the sports program becomes an affair of the whole community and not just a small part of the overall educational picture. In some schools an unhealthy situation has been the result of interference by these groups.

At the high school level the athletic teams are an integral part of the whole educational set-up and many benefits can be derived through having strong parent and alumni interest. This article deals with the good which can come from such organizations as well as a few points on how to organize and control a group of this kind.

#### Letters to Parents

Most coaches contact the parents by letter before the season starts to explain the overall picture for the coming year. Included in this letter can be the following points: 1. Training rules for the coming season. 2. Schedule of the pre-season practice. 3. Schedule of games. 4. General outlook for the season — prospects, etc. 5. Diet for team members such as the daily menu, pre-practice, and pre-game menu. 6. Study habits and eligibility requirements of the school and league. 7. Dating and use of automobiles during the season. 8. College requirements and what members of last year's squad are doing now. 9. Advantages a boy gets when he plays football or participates in athletics for the school. In closing the letter, the coach should set a time for the parents to visit a practice session or a time when they can meet him and talk over any problems which will tend to interfere with the coming season.

#### Demonstration Day

A day may be set for the parents to visit a practice session, see just what system is being employed, and get a first-hand look at the team and the coaching staff in action. A good day, especially during the football season, is the second Saturday of pre-season practice. The coach can introduce all the members of his squad, explain his system through demonstrations given by team members, and have an intra-squad scrimmage. Then

# The Place of the Parent in High School Athletics

By **BOB TROPPMANN**

*Football Coach, Sir Francis Drake High School, San Anselmo, California*

the athletic director can explain the insurance coverage, equipment a boy needs, physical examinations, and all other details that should be taken care of before a boy participates in a sport. This is also a good time for the coach to go over items covered in the letter such as training rules, diet, etc.

This meeting presents an excellent opportunity to show the parents the type of equipment that is worn by the boys. A team member can show the pads, and extra pads can be passed among the parents so they can look at the equipment and see how their tax money is being spent. After the demonstration, a coffee and doughnut social hour can be arranged by the lettermen's club.

#### Parents' Group

During the social hour would be a good time for the coach to talk to interested parents who would like to organize a parents' club to support the athletic teams. By support, we mean, over and above what is provided by the school budget. In some schools this group is called the bench-

warmers, in others a booster club, dads' club, etc.

The sole purpose of the group is to work with the administration and the coaching staff in any way necessary to aid the athletic program. Some suggestions would be: 1. Annual team banquet. 2. Films of some of the games, to be used as instructional aids for the team as well as enjoyment by the parents and the student body. 3. Awards at the end of the season. 4. Purchasing of shoes, insurance, and other items for needy boys. 5. Weekly or semi-monthly chalk talks and get-togethers for the parents and the coaching staff. 6. Food for trips such as sandwiches, milk, and apples for games when the boys will be late getting home, or snacks for the players to eat in the locker room after home games. 7. The parents will be able to enjoy comradeship with the parents of other team members as well as share an interest with a teenage son.

These activities can be financed in many ways such as selling food at the games, selling season tickets to all home games, a theater party, showing sport films, and other means which the parents will suggest. A good policy is for the organization to give a dollar's value for a dollar received. It should not be a charitable organization. An example would be the sale of season tickets. They could be sold to the parents at a reduced price. Thus, the school derives a profit, the parents see the games at reduced prices, and both parties benefit.

The benchwarmers, as we will call them, should never take a stand on any issue as a group and thereby become a pressure group. They should

*(Continued on page 59)*

**G**RADUATING from Redlands University, Bob Troppmann did his master's degree work at San Francisco State before starting his coaching career at Richmond, California. After three years he returned to his alma mater as line coach where he remained for three years. Troppmann resigned to accept his present position which he has held for five years.



PF-6 Football

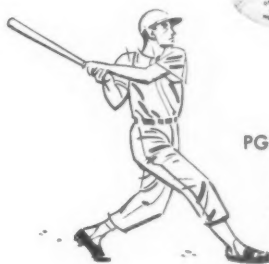
PB-6 Basketball



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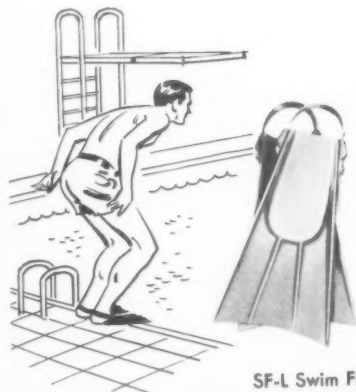
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# THE WESTERN ROLL

The picture sequences show Mark Booth, University of Michigan high jumper. He is 5 feet, 8 inches tall and has cleared 6 feet, 8 inches — a foot over his head. Booth is using a Western roll and incorporating a dive into his jump. This combination is necessary because of his small stature. The orthodox Western roll would not involve as much of a dive as Booth is using. He is starting the dive by dropping his head to the right — following a vertical take-off. Regardless of style, high jumpers use one check mark at the start of their run, and usually take six or eight strides to the bar. The run should increase slightly in speed as the athlete approaches the take-off. The most important thing in any approach is that it be uniform, relaxed, and comfortable for the athlete. While many jumpers have used the straddle in recent years, it must be remembered that many of our past world record holders and champions have used the Western roll. Without question, the Western roll is more practical for the average high school or beginning high jumper.

It will be noticed in Illustration 1 that Booth has planted his take-off foot, heel first. In addition, he has a long last stride due to the build-up in speed. This long last stride is vital because it aids the athlete in blocking or checking his forward momentum for the take-off, in order to convert the forward motion into vertical motion. As shown in Illustration 2, the jumper is swinging his outside or lead leg parallel to the crossbar. In addition, he is hunching his inside shoulder so that he is rising vertically off the ground. Notice in Illustration 3 how Booth has incorporated his arm swing with a pendulum action of his lead leg. He has received tremendous lift from the vigorous swing of the lead leg and some help from the arm swing. At this point (Illustration 4), the dive becomes evident because Booth is leading his jump with his head. In addition, he is letting his lead leg continue to carry his center of gravity higher into the air. Jumpers using a dive must remember that the head does not drop until after a vertical take-off has been made. As shown in Illustration 5, it is evident that the jumper is completely relaxed on top of the bar, and has dropped his inside arm down toward the pit to assist the rotation around the bar. Notice also that he is still leading his jump with his head because his head is well below his hips. In landing, the Western roll jumper touches the pit with his inside or take-off foot and hands, and then rolls over onto his side (Illustration 6).

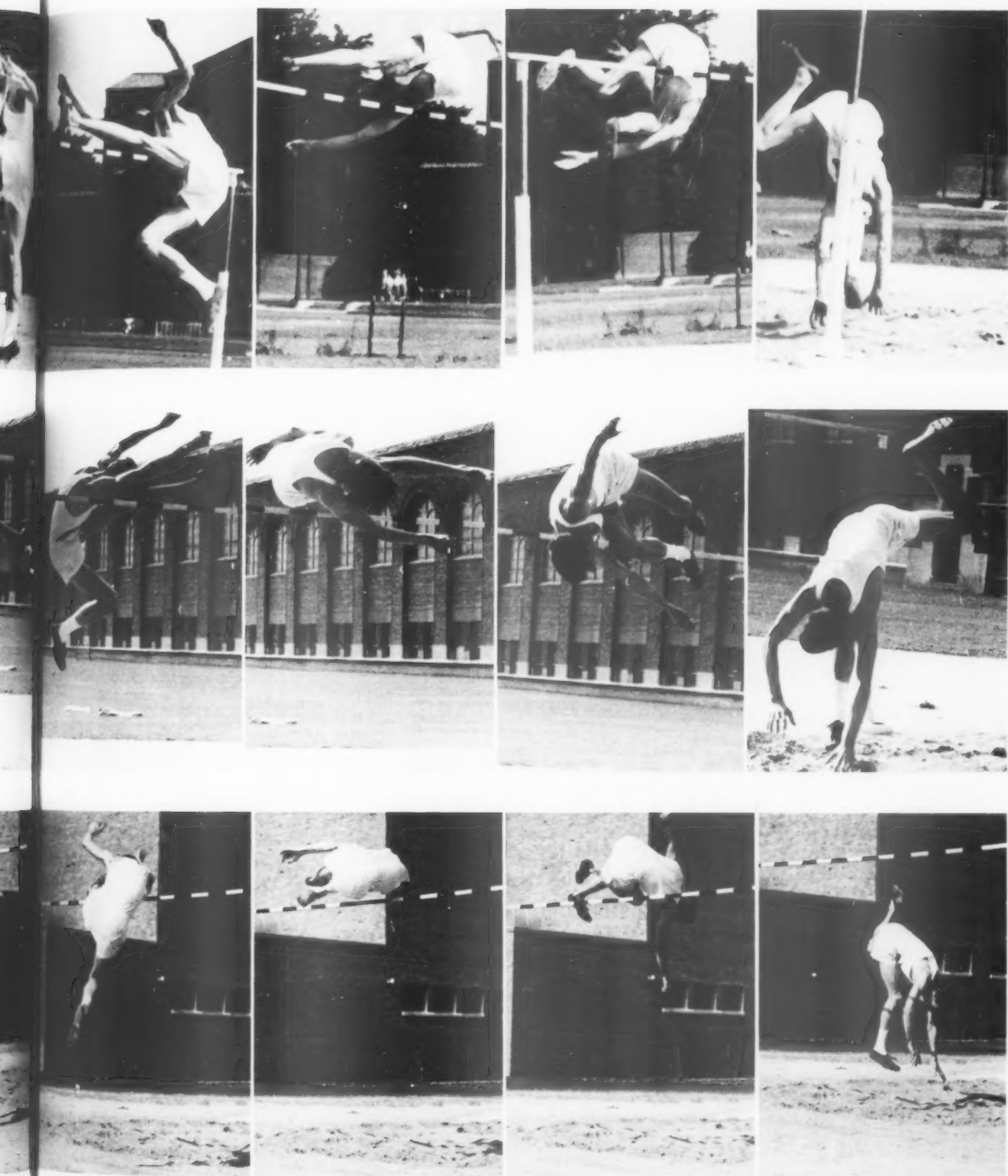
This picture sequence shows an actual jump at 6 feet, 6 inches. Booth begins to settle in preparation for a foot plant and take-off. Illustration 2 shows Booth rising vertically from the ground, hunching his inside shoulder, and starting his free leg and arm swing. The jumper, after take-off, drops his head forward to simulate a dive at the top of the jump (Illustration 3). Illustration 4 shows how Booth has drawn his inside or take-off foot up tight against his lead leg. In addition, notice his inside arm begin to drop toward the pit to help start him down. A perfect example of the advantage of the dive Western roll is shown in Illustration 5. Booth's head and shoulders are starting down toward the pit, while his hips are still rising, giving him a wrap-around effect on the bar. Thus, he is able to jump slightly higher by using a dive (with the same center of gravity) than he could by using the Western roll without a dive. Illustration 6 shows Booth preparing for landing. Both of his hands and his inside leg start down toward the pit. Notice how far below his hips he has managed to get his head and shoulder following his dive over the bar.





Demonstrated by **MARK BOOTH**

Captions by **DON CANHAM**, Univ. of Michigan



## FOR YOUR BULLETIN BOARD

This feature is arranged so that it may be easily removed from the magazine. Merely raise the staples on the preceding page, lift out the insert, and then fold back the staples. The insert is printed on heavier stock to withstand rough usage on the bulletin board. Another track insert feature, No. 7 Relay Racing, is available as are the following: Basketball — The Dribble (No. 4); Shooting (No. 5); The Pivot (No. 10) — Softball Pitching (No. 9); Volleyball (No. 6); and Kicking the Football (No. 8). These features are available free of charge as a courtesy of Pennsylvania Rubber Products, Box 951, Akron, Ohio. The next feature will appear in the March issue and will be on tennis. The current series will be concluded with a football feature in the May issue.



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Basketball



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**PS-6**  
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## Pitching

(Continued from page 9)

leg in making a pitching motion to first base or to home plate.

The throw to first base is a quick snap throw, and it is very effective if the head and footwork appear the same when the pitcher is pitching either to first base or to the hitter.

If the pitcher expects a bunt, he should hold the runner close to the base. Then he should throw very quickly, and the pitch to the hitter should be a fast ball at the top of the strike zone. The pitcher comes off the mound in position to field the ball and he must make the throw to the right base.

In the case of a steal, the pitcher must know the steal situation. He must hold the runner close to the base, and throw to the base to make the runner stay close. Then he must get rid of the ball fast with no lost motion, throwing it where the catcher wants it. Whenever possible, he should pitch out.

The pitcher uses the same procedure on a hit and run that he uses on a steal.

On a squeeze and steal at home, the pitcher should assume the proper stance in order to hold the runner on third and make him hug the base. He should throw the ball where the hitter cannot reach it, but where the catcher can handle it. In case of a safe squeeze, the pitcher should hold the runner on base and play as a sacrifice.

## Batting Weaknesses

(Continued from page 22)

bat it by assuming a wider stance which cuts down the length of the stride and the amount of error in timing the pitch. It also keeps the batter's body from becoming overbalanced too far forward on the stride.

Holding the bat back on the stride is important. Emphasis should also be placed on making the arms do the work in swinging the bat. Little body effort is necessary.

A batter should try to meet the ball in hitting change-up pitches, not try to kill it. Swinging hard tends to overbalance the body on the swing, which is exactly what the opposing pitcher hopes to accomplish on this pitch.



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Hugh McElhenny is a member of the Wilson Advisory Staff.

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# Coaching the Golf Team

By CONRAD H. REHLING  
Golf Coach, University of Florida

**E**ACH year more schools are including golf in their sports programs. Often, the local golf professional assists with the team; in other situations, a faculty manager is appointed.

An individual from the school system who is qualified should coach the golf team. However, if this person is not qualified, he should learn the techniques of coaching.

Let us assume that an individual is asked to coach the team. If he has not had adequate playing experience or does not have a good knowledge of the game of golf, he should visit the local golf professional. Most professionals are willing to help. It is to their advantage to be of assistance since each candidate for the team is a potential customer. In addition to the economic motive, most golf professionals are genuinely interested in the younger player's game.

The next item the potential golf coach should be interested in is his own development of a golf game. He should have the ability to demonstrate most of the shots in the game.

At first, the inexperienced coach might find it embarrassing to play with members of the team. If he will walk around the course with them, observe, and try to analyze what the boys are doing wrong, he will be able to assist them. Then he should discuss what he has seen with the professional, and work with the team members in light of the suggestions made by the professional. Many times this procedure is not necessary, since many of the boys have a good knowledge of the game.

The new coach should also read all he can find on the game of golf. The National Golf Foundation pamphlets are excellent, and are available at a very reasonable price. Most people will shy away from jobs they are not qualified to hold; however, with patience, perseverance, and work any teacher can become a competent golf coach.

There is a difference between coaching a high school and a college golf team. In order to help coaches understand the difference, we offer the following information.

## The High School Golf Team

The coach should make it clear that any student who has the ability is eligible to play on the golf team. Those boys who caddie should be encouraged to come out for the team. Sometimes they are not club members, and may feel they are not included in the call for golf team candidates. Golf is a social equalizer. In this game, it is not who a boy is or

**F**OLLOWING graduation from Taylor University, Conrad Rehl-ing served in the navy during World War II. After the war he received his master's degree from Springfield College, and for the past nine years has been at the University of Florida. He is author of the book, "Golf for the Physical Education Teacher and Coach," published by Wm. C. Brown Co.

how much money he has, but rather what he is able to do with the clubs. The poorest caddie with inferior equipment may defeat boys who have social standing and all the money desired. Golf teams at the high school level certainly teach the democratic way of life.

The new coach should strive to know his boys well. With all the problems of adolescence, plus the many woes and headaches of learning to be a golfer, the coach must be brother, father, and everything else necessary to gain the confidence of his team members.

## Gambling On the High School Level

All coaches who teach the standards which athletics stand for must be concerned about the amount of gambling that exists on a golf team. This practice is in violation of the rules of interscholastic and intercollegiate play. Playing for money leads to friction on any golf team. The ordinary tension and pressure on a player are enough without adding money to the game. Club members and the golf profession have contributed to this problem. Many think playing for money is good for boys because it teaches them to come through under pressure. However, the coach must take a firm stand against this practice. A new coach will make a mistake if he dogmatically states there will be no gambling on the squad. With youngsters of high school age, this type of approach is like throwing coal on a fire. The coach must use a positive approach, explain, and demonstrate how gambling adds tension to the game.

## Promotion of Golf

Golf should be promoted at the seventh and eighth grade levels. Then the coach can expect the boys to be fairly good players by their second or third year in high school. Exposing all of the students to golf will excite their interest. The better golfers generally start at an early age. Some coaches say this leads to specialization; however, the sooner the student is exposed to golf, the better player he will become. Most people want to be good in at least one thing; golf is a popular game at any age level. Since the game offers lifetime possibilities, it seems not only justifiable, but desirable to start youngsters at the seventh or eighth grade level.

The most important factor the

(Continued on page 55)

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Left to right: Mr. Huff; Mr. Cliff Gates, Superintendent of Maintenance; and Mr. Goff, the Huntington representative, inspecting the newly lined and finished gym floor at the Siletz school.

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# Training for Swimmers

By FRED HEFFNER

Swimming Coach, San Marino, California, High School

MANY of the competitive times in swimming record books have been drastically reduced in recent years. While this article was being written, perhaps a new collegiate, AAU, world, NCAA or high school swimming record was broken. In the past ten years swimming has overtaken other sports in participation growth. Throughout the country swimming pools are being constructed on college and high school campuses, within municipalities, community centers, parks, and playgrounds. A need exists for swimming coaches who know and understand the principles of conditioning and the teaching of competitive swimmers. Facilities are being made available for swimming, while new techniques are being discovered and revealed. Interest and emphasis on competitive swimming is evidenced in the reduction of the records. As a result of this emphasis, better coaching techniques and methods have been developed.

We are going to outline what we believe is a workable training program. When this program was followed, our high school varsity records fell quite substantially below each record of the preceding year. The times are not remarkable, but the sudden drop in all of them may indicate a program which has some merit. They read as follows:

Event	Old Record	New Record
50-yard freestyle	26.0	25.4
100-yard freestyle	1:02.8	55.4
200-yard freestyle	2:18.8	2:14.0
100-yard backstroke	1:05.7	1:05.7
150-yard breast stroke	1:15.0	1:12.0
150-yard individual medley	1:59.8	1:48.2
200-yard freestyle relay	1:47.0	1:45.5

The 200-yard medley relay and the 100-yard butterfly were omitted since they were new events in the 1957 season.

The program was divided into five

different phases as follows: 1. Pre-water conditioning. 2. Primary training. 3. Endurance training. 4. Hard training. 5. Peak training.

Two weeks are allowed for pre-water conditioning as follows:

*First Week.* Daily — Stretching exercises — 10 minutes. One-quarter mile run. Abdominal exercises — 10 minutes. One-quarter mile run. Stretching exercises — 10 minutes. One-quarter mile run. Abdominal exercises — 10 minutes. One-quarter mile run.

*Second Week.* Daily — Stretching exercises — 10 minutes. One mile run. Abdominal exercises — 10 minutes. One-half mile run. Stretching exercises — 10 minutes. Abdominal exercises — 10 minutes. One-half mile run.

The exercises that Kiphuth recommends in his book, *Competitive Swimming*, are ideal for the proper muscle toning of the abdominal muscles, while the flexibility and extension exercises he prescribes are excellent.

This phase of the program could perhaps be compared to the stringing of a violin before the strings are finally tightened and then tuned. The running and calisthenics are the stringing of the body. It will be tightened and tuned later.

Running is designed to condition the entire body as a whole for endurance. Any competitive sport requires

first week. A relaxed jog should do just as well. The coach should stress proper form in performing the calisthenics rather than the number or amount. Most exercises are designed to strengthen a certain area. If other movements are incorporated besides those intended, the value of the exercise is reduced.

During the second week the running distance is increased, while the time devoted to calisthenics remains the same. At this time the running may be at the individual's own pace. Again, proper form in the calisthenics should be stressed rather than number.

We found that the pre-water period had the following advantages:

1. Sometimes a boy finds the first week or two of swimming practice quite distasteful. His coordination and timing are off, he may feel a little nauseated, and his muscles frequently become sore.

2. The actual water training period is set ahead since the first week or two does not have to be spent in light workouts.

3. A mental barrier caused sometimes by nausea during the first week or so of swimming may be eliminated since the swimmer's body has undergone the first hurdle of conditioning.

4. Frequently, the competitor anticipates with eagerness the day he will start his in-water training, thus facilitating a healthy attitude at the beginning of the season. The coach is in a position to do a great deal in promoting this attitude by discussing the coming season frequently.

Now, the primary training starts and will last for the next four weeks. The daily workouts are as follows in a standard 25-yard short course pool:

*First Week.* First day — Eighteen lengths, using only the kick. Eighteen lengths, using only the arms. Swim 72 lengths. Fifteen minutes on starts and turns.

Second day — Repeat the first day's workout.

Third day — Swim 144 lengths.

Fourth day — Swim 144 lengths.

Fifth day — Eighteen lengths, using

strong abdominal muscles, and swimming requires more flexibility than many other sports, thus accounting for the stretching exercises.

The running need not be hard the



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only the kick. Eighteen lengths, using only the arms. Swim 72 lengths. Five one-length sprints. Fifteen minutes on starts and turns.

**Second Week.** First day — Thirty-six lengths, using only the kick. Swim 36 lengths. Thirty-six lengths, using only the arms. Swim 36 lengths. Five one-length sprints. Fifteen minutes on turns.

Second day — Swim 72 lengths. Thirty-six lengths, using only the arms. Thirty-six lengths, using only the kick. Ten one-length sprints. Fifteen minutes on turns.

Third day — Locomotive swim (1 fast, 1 slow, 2 fast, 2 slow, etc., up to 8 fast, 8 slow, and then back down again). Fifteen minutes on turns.

Fourth day — Repeat third day's workout.

Fifth day — Eighteen lengths, using only the kick. Swim 18 lengths. Eighteen lengths, using only the arms. Swim 18 lengths. Five one-length sprints. Three four-length sprints.

**Third Week.** First day — Swim 144 lengths. Eighteen lengths, using only the kick. Eighteen lengths, using only the arms. Two two-length sprints.

Second day — Swim 144 lengths. Fifteen minutes on turns.

Third day — Time trials. Eighteen lengths, using only the kick. Swim 18 lengths. Eighteen lengths, using only the arms.

Fourth day — Locomotive swim up to six lengths. Eighteen lengths, using only the kick. Thirty-six lengths, using only the arms. Three two-length sprints. Three four-length sprints.

Fifth day — Three eight-length sprints. Eighteen lengths, using only the kick. Eighteen lengths, using only the arms. Swim 18 lengths. Fifteen minutes on turns.

**Fourth Week.** First day — Eighteen lengths, using only the kick. Swim 18 lengths. Eighteen lengths, using only the arms. Swim 18 lengths. Three eight-length sprints. Three four-length sprints. Fifteen minutes on starts and turns.

Second day — Eighteen lengths, using only the kick. Thirty-six lengths, using only the arms. Swim 36 lengths. Three eight-length sprints. Three four-length sprints.

Third day — Time trials. Swim 36 lengths. Pull 18 lengths. Twelve one-length sprints. Fifteen minutes on turns.

Fourth day — Swim 144 lengths.

Fifth day — Swimming meet.

Now, the primary training is finished and the next six weeks will be spent on endurance training. Four weeks of primary training should have accomplished the following objectives:

1. Muscle toning has started to develop

2. The individual's coordination and timing have improved.

3. The swimmer's lung capacity has increased.

4. In general, the competitor has accustomed himself both to the water and training.

5. The competitor's individual style has been set.

6. The coach has a good idea regarding the strength of the team.

Endurance training is the next step of the program and will continue for six weeks.

**First Week.** First day — Swim 72 lengths. Thirty-six lengths, using only the arms. Eighteen lengths, using only the kick. Six four-length sprints. Fifteen minutes on turns.

Second day — One eight-length sprint. Two four-length sprints. Three two-length sprints. Two four-length sprints. Twelve one-length sprints. Swim 36 lengths.

Third day — Time trials. Swim 36 lengths. Eighteen lengths, using only the arms. Eighteen lengths, using only the kick. Eighteen one-length sprints.

**F**REDERICK HEFFNER did his undergraduate and master's degree work at Bowling Green State University and is currently working toward a doctorate at USC. Last year he took over the swimming program at San Marino and guided the team to a 9 and 1 record, completely reversing the team's record of the preceding year.

Fourth day — Swim 144 lengths. Fifteen minutes on turns.

Fifth day — Swimming meet.

**Second Week.** First day — Thirty-six lengths, using only the kick. Thirty-six lengths, using only the arms. Five four-length sprints. Ten one-length sprints.

Second day — One eight-length sprint. Two four-length sprints. Three two-length sprints. Two four-length sprints. Twelve one-length sprints. Swim 36 lengths.

Third day — Time trials. Thirty-six lengths, using only the kick. Thirty-six lengths, using only the arms. Swim 36 lengths.

Fourth day — Swim 144 lengths.

Fifth day — Swimming meet.

**Third Week.** First day — Swim 144 lengths. Fifteen minutes on starts and turns.

Second day — Swim 144 lengths. Fif-

teen minutes on turns.

Third day — Time trials. Thirty-six lengths, using only the arms. Thirty-six lengths, using only the kick. Swim 36 lengths.

Fourth day — Eighteen lengths, using only the arms. Eighteen lengths, using only the kick. Swim 18 lengths.

Fifth day — Swimming meet.

**Fourth Week.** First day — Swim 72 lengths. Eighteen lengths, using only the kick. Eighteen lengths, using only the arms. Twenty-five one-length sprints. Fifteen minutes on turns.

Second day — One eight-length sprint. Two four-length sprints. Three two-length sprints. Two four-length sprints. Twelve one-length sprints. Swim 36 lengths.

Third day — Time trials. Eighteen lengths, using only the kick. Eighteen lengths, using only the arms. Swim 18 lengths. Fifteen minutes on turns.

Fourth day — Swim 144 lengths. Fifteen minutes on turns.

Fifth day — Swimming meet.

**Fifth Week.** First day — Swim 36 lengths. Thirty-six lengths, using only the arms. Swim 36 lengths. One eight-length sprint. Three four-length sprints. Three two-length sprints. Twelve one-length sprints.

Second day — Swim 36 lengths. Kick 18 lengths. Thirty-six lengths, using only the arms. Locomotive swim to four lengths and back down again. Four four-length sprints.

Third day — Time trials. Swim 72 lengths. Eighteen one-length sprints.

Fourth day — Eighteen lengths, using only the kick. Eighteen lengths, using only the arms. Swim 18 lengths. Fifteen minutes on turns.

Fifth day — Swimming meet.

**Sixth Week.** First day — Locomotive swim to six lengths and back down again. One eight-length sprint. Two four-length sprints. Two two-length sprints. Six one-length sprints.

Second day — Swim 36 lengths. Eighteen lengths, using only the arms. Eighteen lengths, using only the kick. Locomotive swim to four lengths and back again. Three four-length sprints. Fifteen minutes on turns.

Third day — Time trials. Swim 72 lengths. Five two-length sprints.

Fourth day — Swim 144 lengths. Fifteen minutes on turns.

Fifth day — Swimming meet.

Now, the endurance phase is completed. By this time the competitor is adjusted to the water and to the training program. The coach may do a great deal to promote this phase by constantly reminding the competitors of the goals they should strive

(Continued on page 61)

# Speedball

(Continued from page 26)

1. Ground ball—outdoor speedball rule.
2. Air dribble—outdoor speedball rule.
3. Out of bounds—basketball rule.
4. Receiving a ball. If a ball is not caught and it touches the floor in-bounds, the ground ball rule is applied. A step and a half are permitted to come to a stop, as in basketball. Once the player has stopped, no steps are allowed, only the pivot.
5. Passing. The player who is holding the ball must pass or make an air dribble within five seconds—similar to the basketball situation.
6. Held ball—basketball rule.
7. Touchdown area. No two players on the same team are permitted in the same touchdown area at the same time.
8. A touchdown may not be made from an out-of-bounds pass. If the ball is caught in the opponent's touchdown area by the offensive team, it is in play, but no points are allowed for a touchdown.

**Fouls.** All personal and technical fouls are governed by basketball rules.

The area between the near foul line (extended to the sidelines) and a team's own basket (near end line) is known as the defensive court. The center court is the area between the two foul lines. The offensive court is the area between the foul line and the opponent's basket as shown in the accompanying diagram.

Fouls committed by team A in A's defensive court are shot at A's basket from the corresponding foul line by the offended player of team B. Teams line up outside the free throw lane according to basketball rules. Center court fouls by either team are taken at the spot of the foul. Fouls committed by team A in A's offensive court are also taken at the spot of the foul by the offended player of team B. The offended player taking the penalty from the spot of the foul may:

1. Attempt a free throw at the opponent's basket.
2. Attempt a pass for a touchdown.
3. Pass the ball. All players must remain a distance of nine feet away (radius) from the player who is taking a penalty shot from the spot of a foul.

A player is permitted four personal fouls before he is ejected from the game. A team is permitted two personal fouls and then one player from that team must leave the game for a period of two minutes. The rule ap-

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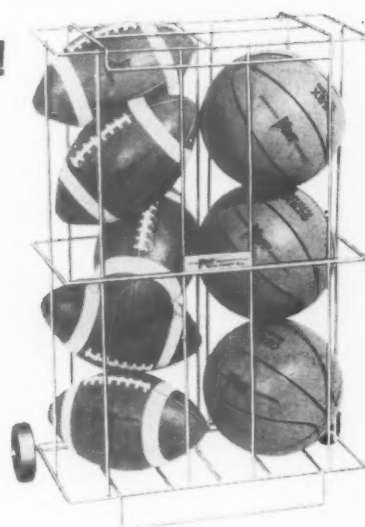


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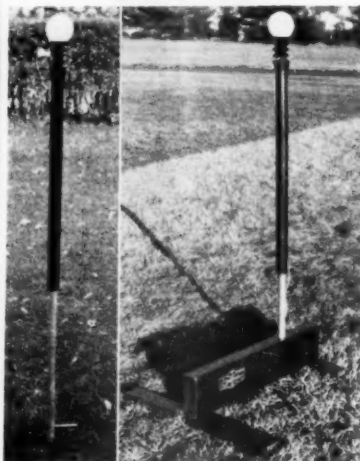
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plies after subsequent pairs of fouls occur.

**Violations.** Violations are governed by basketball, conventional speedball, and special rules as explained previously. A violation of a rule results in the loss of the ball out of bounds to the opposing team at the spot of the violation.

**Officiating.** The mechanics of officiating basketball are applicable for officiating indoor speedball. However, three officials would be better, with an official at each end of the floor and one center court floating official.

Indoor speedball has all the mental and physical values of team sports. It brings into play all the basic skills of movement necessary for developing actions pertinent to other sports. Defensive and offensive maneuvers are identically the same as they are in basketball and speedball with the exception of the elimination of the basketball dribble and the added scoring areas. Teaching and learning procedures are also identical to those of basketball and speedball.

If indoor speedball is put into practice, comments or questions regarding the game would be greatly appreciated.

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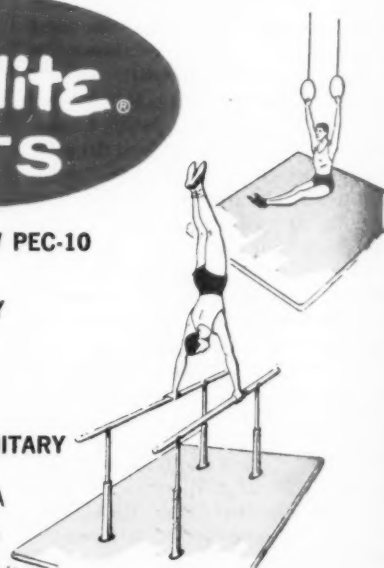
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# Pitching Index

(Continued from page 28)

strengths or weaknesses should be jotted down, and the players' numbers noted. The pitcher who has been assigned to pitch the game will address the team just before the players take the field. He will brief them on the specific manner in which he will pitch to the strong and weak points of the respective hitters and to the opposing team in general.

A capable high school or college pitcher, using this device, will be striving for a plus seven or a plus eight in each inning. When he fails to achieve this goal inning-by-inning, it simply means that he is not pitching the right kind of game against that particular opponent, and his chart will indicate this fact sufficiently early in most games so that he can make the proper immediate pitching adjustments. This fact is clearly indicated in the game which is shown on the accompanying chart. It will be noticed that the third man at bat in the third inning was credited with a well-hit ball. The checker indicated that it was a fast ball which was sharply hit. At the termination of each inning the pitcher, the catcher, and the checker go back over the record for that inning. The hitter in question had handled a fast ball too well to suit us. The chart indicated no further trouble from this particular player so it is evident that our pitching strategy on him was properly revised.

How does this index serve the hitters? Actually, it is an indirect media. We mentioned that great stress must be placed on the pitching game, and the best thing a pitcher could do was not to strike out the opponents, but rather, to make them hit the ball poorly. The worst thing he could do was to issue a base on balls. We reverse this strategy now and view our opponents as capable pitchers who are endeavoring to do the same thing to us. Our hitters are reminded of this fact constantly. They know they are always being pitched to, and, therefore, make every effort to learn their individual strike zones so that they are looking for the pitch which they can handle. This thinking results in few cheap strike-outs and many more bases on balls than would normally be received. Ultimately there is produced in the batter the confidence which every man must have to be a good hitter—he must know a ball from a strike.



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# Pulling Out of Four-Point Stance

**By DON BOLT**

**Football Coach,  
Kerman, California,  
Union High School**

**S**EVERAL articles concerning the four-point stance for football linemen have appeared recently. These articles have been in favor of this stance as an offensive base. However, the authors seem to be in agreement that it should not be used if the assignments of the linemen call for pulling out of the line to trap or lead interference. We would like to take issue with this point of view. During the past nine years we have been using the four-point stance as an offensive and defensive base for linemen. Our introduction to it was in 1942, as a player, when A. P. Peirson, line coach at Fresno State College, changed his linemen from the conventional one hand down to both hands down. The linemen pulled out of the line from the four-point stance at Fresno State, and since we have been coaching, our teams have been instructed to do likewise.

Our four-point stance is slightly different from what has recently been advocated. We like to have our linemen place their feet more than shoulder width apart, about 30 inches, and prefer that they use a heel-to-toe stagger of the feet with the forward foot even with the hips. This foot placement gives them a more secure or balanced feeling in assuming their stance, and we believe it is better suited for straight-ahead speed than is a more squared stance with both feet behind the hips. This position enables the linemen to move more easily to the side than would a narrower elongated base. It is true that a player can pull out of the line faster from the three-point stance to the side of the hand placed on the ground than he can from our four-point

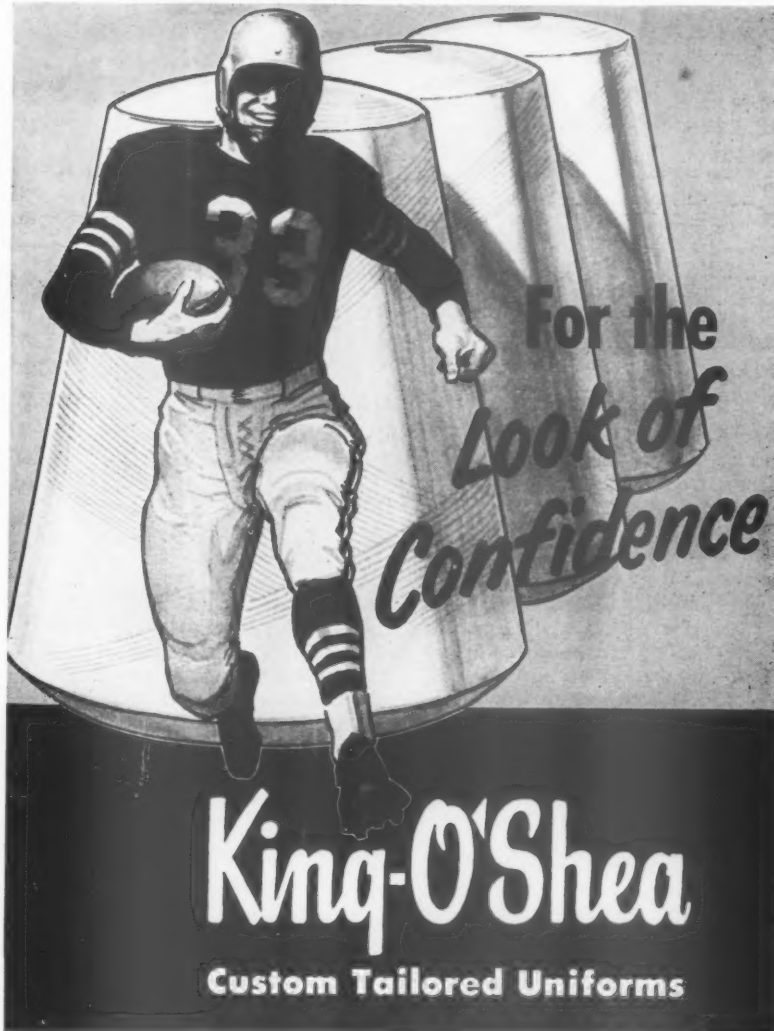
# Out from the point stance

stance, but he cannot pull out as quickly to the other side. Therefore, no advantage is gained by the use of the three-point stance in pulling out of the line if a lineman has to pull to both sides. The advantages gained by using the three-point stance are minimal and not worth sacrificing those gained by the use of the four-point stance.

In pulling out and moving laterally from the four-point stance, the lineman must get his weight back over his feet in order to control his direction. In order to accomplish this movement, he must shove back with both hands, drop his buttocks low, and swing his head and shoulders to the direction he is to pull. Our linemen pivot on the leading foot, cross over with the opposite foot, and simply run to that direction. These movements must take place almost simultaneously. With practice, this pull-out can be executed sharply enough to clear a stationary teammate if necessary. It also causes the lineman to start in a low running position.

The staggered foot position which we use makes it slightly more difficult in most cases to swing as sharply to the side of the forward foot, but not as difficult as pulling from a three-point stance to the side away from the down hand. In the case of most players, this difference of foot position causes a negligible difference in speed of pulling out to the side of the forward foot, and in some cases the player is actually more proficient in pulling to that side.

It has been our experience that linemen can pull out of the line effectively from the four-point stance and move laterally. Our only reservation concerning this stance is that players with certain physical characteristics are not as effective when working from it as they are from the three-point stance. However, we are enthusiastic and unreserved advocates of the four-point stance as an offensive and defensive base for football linemen who are physically suited to use it.



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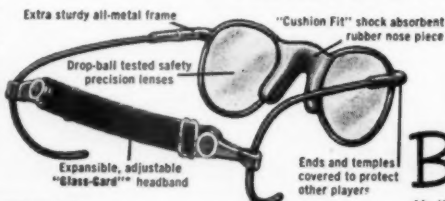
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## Concrete Circles

(Continued from page 10)

should be dug out down to the frost line. Then the hole should be filled with cinders and stone so that it will be level with the ground after the circle is poured. Crushed rock can be used for the base. Whatever material is used should be well packed. It is recommended that a check be made in the locality to learn the necessary depth for the base of a good concrete sidewalk. This depth should provide a good base for any circle. It would be wise to consult a contractor in the area.

**Reinforcement.** Practically all circles are constructed without any steel reinforcement. In only one instance of those institutions surveyed was any reinforcement used. There is little need for it if circles are poured on a good base or foundation. Some coaches felt that nothing could be lost by adding reinforcing wire because the cost does not make it prohibitive.

**Shape and Size.** Concrete platforms may be poured either as a square or a circle. The round type is not recommended, because of the difficulty in construction, unless the concrete is poured inside the old metal rings. Also, in this type the throwing area is restricted and grass tends to grow over the edges and must be continually cut away.

The square platform is considered far superior because it can be poured large enough to permit a safe recovery zone when fouling does occur. This type is easier to build because the forms are easier to construct. Probably the best reason for the square is the possibility of multiple use of the circle. The discus, hammer, and shot circles may be laid out on the same square and used for all three events.

It is the general opinion that a 10-foot square is satisfactory for the shot and an 11-foot square for the discus and hammer. However, an 11-foot square for the shot and a 12-foot square for the discus and hammer would not be considered out of the question. Circles of these sizes would tend to lessen any restrictions on the throwing area.

**Markings.** In almost all instances the circles are a 2-inch painted white line, and the inside edge of this line is the diameter of the circle. The radial lines which mark the sectors for each event may also be painted on



and will aid in the extension of these sector lines out into the field or throwing area. In the shot, the toe-board is easily bolted into place. Some coaches use the steel ring set in the concrete slab for the marking of the circles, but we feel this is not as practical as the painted lines.

**Orientation Circles.** The circle should be located so that maximum use can be obtained. Probably the best manner of orienting the square is to let one side face out into the throwing area. Especially for the hammer and discus, the sector lines should radiate from the center of the circle through each corner, providing the 90° sector required.

**Movable Circles.** Among the institutions polled in the questionnaire, not one had used this type of circle. It was the opinion that a circle of this kind would be illegal because it probably would be above the level of the ground. However, it was learned that Clyde Littlefield, track coach at the University of Texas, had constructed a portable concrete circle. If anyone is interested, we would suggest that he contact Mr. Littlefield.

**Shoes.** Of course, no spikes are needed, and almost any type of sneaker or tennis shoe can be used. However, after a little experimentation the coach will find the type which he feels will work best for him. Each will have an individual preference.

Although concrete circles are not guaranteed to improve the performances of the athletes, coaches who have used them feel that a competitor will turn in more consistent performances throughout the season.

Some coaches feel an athlete will improve a great deal more rapidly because of the fact that concrete circles permit year-around practice on the same surface competition will be held on. There is still another aspect to consider and it is the confidence that a standard surface, and the knowledge of it, can instill in the athlete. Coaches spend a great deal of time and effort building confidence in athletes, and if a concrete circle can help, it is a worthwhile facility and a justifiable expense.

## Golf Team

(Continued from page 44)

coach must be sold on is the value of the game. Being sold, his enthusiasm will infiltrate the community to the extent that there will be active interest. When youngsters become enthusiastic over any constructive ac-

tivity, it is certain the parents will support it.

### Equipment for the Golf Team

There will be many boys out for the golf team who will have their own equipment. On the other hand, there will be some who have no equipment at all. One way the coach can meet this problem is through local people who play golf. Many golfers are willing to lend their sets of clubs to the boys on the high school team. This may not be the best method, but it will help many

boys. The golf professional is usually happy to allow the boys to use his rental sets.

Each member of the golf team should develop a constructive attitude toward the care of golf equipment and should be held accountable for equipment, whether it is owned by the student, the school, has been donated or loaned.

### Practice Schedule for the High School Team

The practice schedule will be determined by the facilities available



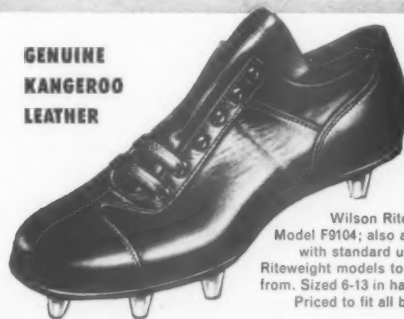
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and the needs of the individual players. The coach must supervise practice because many young players will play most of the time and not practice properly. An individual schedule should be set up; otherwise, players will be practicing their better shots and neglecting the phases of the game in which they are weak.

One of the main items in practice is working on the short game. Most young golfers spend too much time on driving, and not enough on the other phases of the game.

### Cardinal Principles for the Practice Schedule

1. Recognize the needs and individual abilities of the players. Some will need time on one thing and others time on another phase of the game.
2. The law of exercise must prevail in practice. Golf is a habit and practice is the only way to gain the grooved swing.
3. Available devices can be used to help the players understand their errors. Movies, photographs, and charts are excellent.
4. Competitive drills should be used whenever possible.
5. Thirty minutes a day should be spent on putting.
6. Use the best equipment possible.
7. Each player must feel he is a member of the group.
8. Three hours a day are the minimum needed for golf practice.

### What To Do During the Practice Session

The coach should strive to have the boys work as a group in order to build the feeling of belonging to a team. Therefore, the practice session should be divided into three parts; first, putting; second, warm-up which means hitting all types of shots; and third, playing the course. Putting practice should stress the basic fundamentals of putting with a style each player can use in developing confidence in his own stroke.

A boy who is constantly changing his swing and experimenting is frequently somewhat of a psychological problem for the entire team. The warm-up should start with the nine iron and continue on down through the entire set. By using this method the coach can easily see which players are or are not hitting the ball well.

The third phase of practice is playing. The coach should always decide how the boys are to be paired, thus making the competition more even.

Most younger players want to play with a special friend; however, this leads to difficulty on the team. Some of the team members may feel they are cut out or that a clique is developing, if the coach allows each boy to play with whomever he chooses.

### Scheduling Golf Matches

When golf matches are being arranged, the coach should try to schedule play with teams of a caliber equal to his own. He should try to make up a schedule which will give his team the best chance of winning as many matches as possible. This procedure does not make for the best type of competition, nor are the purposes underlying such methods commendable. However, in small communities it is generally a question of obtaining a team in that area that will provide satisfactory competition. In larger towns, the problem is not too difficult because many matches can be played within one locality.

The arrangements involved in making up a schedule should be made through correspondence. All agreements must be specific and all details of the match should be in writing in order to prevent any misunderstanding. Verbal arrangements should be avoided. A master schedule should be made and the coach should be sure he does not duplicate any match. This procedure will eliminate mistakes regarding where and when matches are to be played.

In high school golf, two types of matches are held; match play, using the Nassau system of scoring, and medal play, using the total aggregate score.

### Match Play

Match play simply means that the players compete against each other on the basis of hole by hole, rather than stroke by stroke. The team should present, in advance, a list of its members and what position each is to play. It is possible that the opposing team may shift its No. 1 player to the No. 3 position to assure the winning of that position and perhaps a team victory. If the team standing list and the positions have been declared in advance, subsequent juggling of players cannot be made. This does not mean the players cannot be changed, but it does insure fairer competition. Whenever the two coaches involved want to make changes, and conference rulings do not apply, the changes can be made.

Today there are generally six men on a golf team with a possible 27

points to be won.

### Nassau System of Scoring

Nassau scoring simply means there are a possible 27 points. Each player on the six-man team has the chance to win three points, one point for each nine holes and one point for winning all eighteen holes. Use of this method makes each player very careful in his own play, and at the same time causes him to learn the importance of team play.

### Medal System of Scoring

This system is the true test for golf teams. Most teams use six players and then take the four best scores. The lowest aggregate total of the four best scores wins. The coaches should be sure and agree on the system of scoring before the match is started. Many times it is better for a coach to use the medal system of scoring when he has some boys who are consistently low. However, if he has an erratic group, then it will be to his advantage to use the match play system of scoring. It is suggested that medal play be used in school situations. The argument against this method is that since many young players have not reached a consistent stage, it is better for them to use match play. Match play does have a place in golf; however, medal play is the true test.

### The Golf Match

A golf match will move along smoothly if the following details are handled competently:

1. Know what time the other team will arrive.
2. All agreements should be settled before the match is played.
3. All candidates for the team should be required to watch the match.
4. Each player should know what time he is scheduled to tee off.
5. Make sure caddies are available for the match.
6. The visiting team should know all of the local rules.
7. Make sure the opposing team plays team members in the positions as previously agreed.

### The Psychological Aspects of Golf

The coach may not know too much about the game of golf, but he certainly should be experienced in the art of developing and controlling the members of the team. He must be

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interested in each boy who comes out for the team, no matter how good or bad a player he may be. As is true in all sports, there are many ups and downs in the caliber of play. The younger players can become disgusted because the learning stage is quite trying. The coach must know each boy's personality in order to know how to handle him when he is having difficulty with his game. The golf team should meet as a group and have informal talks on the many problems that exist. Golfers are a different breed of athletes, and if the coach has many problems, he will find the golf professional always ready to assist him.

### Coaching a College Golf Team

Coaching a college team has many aspects which are different from those found in coaching a high school team. Since the athletic director is in a position to control golf as a competitive sport at the college level, his interests are likely to be reflected in the type of individual selected as the golf coach, the budget allotted to the team, equipment provided, and the number or absence of scholarships made available to golfers. Whenever scholarships are given, the golf coach should work with the athletic director so that they are awarded to qualified and deserving boys.

### Equipment for the Team

Most college golfers will have their own golf clubs, golf shoes, and practice balls. When the budget will allow, the coach can buy golf balls, golf shoes, golf uniforms, practice balls, and tees.

Comfortable clothes are conducive to better golf. Caps in the school colors or with the school's name are fine and give uniformity to the team members; however, a complete uniform is unnecessary and it is wiser to spend money on the more basic golf equipment.

### The Practice Schedule

The coach must plan practice sessions for the college golf team. Most college players know their weaknesses; however, many of them will not work on these weaknesses unless they are encouraged to do so by the coach. Whenever possible, the players should work out as a team, instead of on a staggered schedule. This method proves that the players can help each other and it builds up the team spirit which is needed so much on a college team. In order to have a

championship team, a minimum of three to four hours a day for practice are needed.

Records should be retained on each player and a close check should be kept on the players' academic records. No team can be successful unless all of the players are eligible. Whenever a player spends too much time on the course, the coach should restrict him until his school work is up to date. It may be necessary to rearrange the player's entire practice schedule.

The coach should set a tentative practice schedule for the whole golf team. As time goes by, he will, of necessity, make out individual practice schedules for each player on his team.

### Selection of the Team

When the coach has a large number of candidates for his team, he must devise a selection method that is fair. No college player will object to being eliminated when evidence shows another player is stronger than he is. Hasty judgments on who plays often causes friction on the team simply because of the lack of objective evidence.

One of the best methods to use in selecting a team is to have competition. A minimum of ten matches should be adequate. These matches should be based on match and medal play. It is suggested that two teams which are almost equal in ability be used. The two teams will play ten matches, using the single and double Nassau system of scoring for match play. In addition to the two teams playing match, each team will also engage in medal play. All of the scores shot by team members should be turned in.

At the end of the ten inter-team matches, the regular members of the golf team will be obvious. Experience will prove this method is sound and will make for better golf teams. The ladder board and qualifying rounds will indicate a player's ability; however, in order to be most accurate the competitive matches between two teams will produce the better team.

### Tips for the College Golf Team

1. Every player should be considered as an individual.
2. Publicity should be kept to a minimum, and should be made for the entire team.
3. Use the best equipment.
4. Watch for overdevelopment. Many times having the player cease play for a week will do wonders.

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**Dixie Clinic Director**

**Dept. of Athletics, Duke University**



## High School Athletics

(Continued from page 36)

be organized solely for the purpose of helping, not hindering the coaching staff.

The benchwarmers should have full sanction from the administration of the school and should have a school representative on the board of directors. All activities should be agreed upon by the principal of the school.

The coach should not be hesitant about starting an organization of this kind for fear of losing his job. By having such an organization the parents will understand the problems of a given situation and will be likely to help rather than criticize. This helpful attitude will be brought about because through weekly chalk talks and meetings with the coaching staff the parents will learn and be sympathetic toward the problems at hand. The coach must realize that it is very hard to please all parents. However, a coach who works at the job will be able to withstand criticism from the 1 per cent of the parents who are dissatisfied.

Parents not only benefit by helping their son's team, and sharing his activities at a crucial age, but they may make lifelong friends in the community, perhaps of people they would never have met otherwise.

Parents definitely have a place in the high school athletic picture, and the high school will be a much better place if they share with their son in his most trying years. The statement made by Herbert Hoover, "Let me direct today's youth, and I will give you tomorrow's future," sums up this article.

## High School Catcher

(Continued from page 34)

fensing the double steal depends upon the coach, and there are a number of methods which may be used.

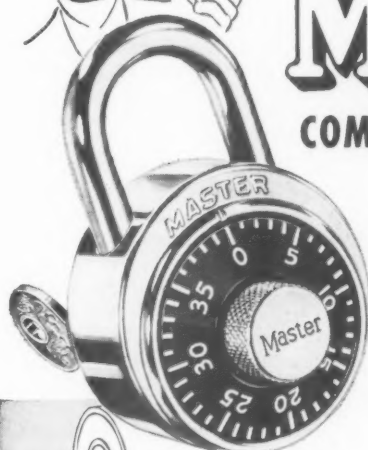
In the first method, the catcher throws through to the second baseman who can run in and toss back home if the runner on third breaks for home. The second baseman is used on this play since he can more readily observe the runner on third than could the shortstop (Illustration 6).

A second method of combating the double steal is the old cut-off play. In this play either the second baseman or the shortstop covers second, while the other player cuts off the throw between the base and the mound, if the



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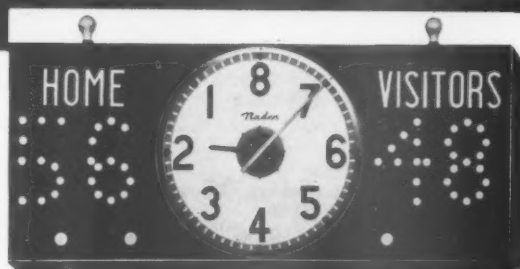
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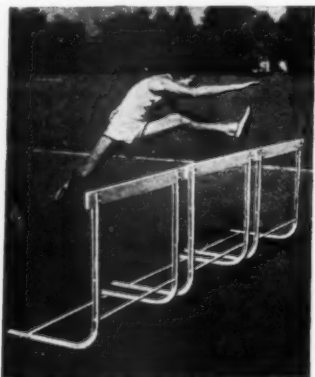
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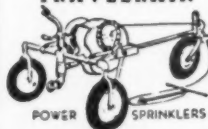
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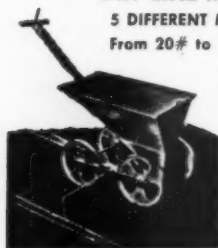
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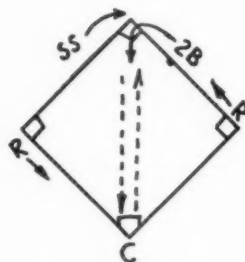


ILLUSTRATION 6

runner breaks for home. The catcher must be careful not to throw the ball too high because the cut-off man will not be in position to toss back home if he must leap for the ball. Again, the second baseman is the logical cut-off man due to his perspective on the play (Illustration 7).

The cut-off by the pitcher is another way of defending the double steal. The catcher throws toward second, with his usual move. However, this throw is slightly low so the pitcher can cut off the throw and toss quickly to third. As the runner leads too far off third in anticipation of the throw to second, the pitcher can very frequently pick him off (Illustration 8).

This play has worked effectively for us, but rarely more than once during a game. Runners will not stray very far off third once this play has been successful. However, the only difficulty with it is that the runner is conceded second. As we mentioned previously, this play will rarely work more than once, but that once may be enough to win the ball game.

The full arm fake to second and the snap throw to third is a fourth, but rather poor method, of attempting to defeat the double steal. It is the least effective method of the four.

Rarely do we see a high school

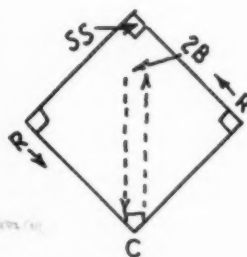


ILLUSTRATION 7

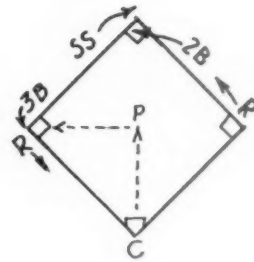


ILLUSTRATION 8

catcher back up first base, as he should on a ground ball to the infielders with no one on base. A good catcher will always back up first. In several cases we have seen a situation of this kind prevent the extra base or result in a put-out at second, both of which are extremely important in a close ball game.

On throws to all bases from the outfield, the catcher should be in position to back up an errant throw. In high school baseball, despite other back-up men, the ball frequently skips past all of them. The catcher should be prepared for such an eventuality.

On all throws to home there should be a cut-off man to eliminate the taking of the extra base when there is no possible play at home. The cut-off man depends upon the coaching methodology. A coach may utilize the first baseman, third baseman or the pitcher. The catcher must call for the cut-off when it is obvious he has no chance on the runner coming home. Naturally, the runner must have a clear-cut advantage before the catcher calls for the cut-off.

In conclusion, the catcher must be peppy; he must talk it up. Having a lively catcher is usually infectious. We have observed that the team with the *gabby* catcher is usually the team which has the most life. Possibly extroverts make the best catchers. This may not always be the case, but a *dead* catcher certainly does not help the pitcher when he is in a jam. The good receiver must give the pitcher a feeling that he has the utmost confidence in him, although it may be difficult at times. If the pitcher has lost his stuff, the catcher should not hesitate to tell his coach. After all, who should know better than the catcher how the pitcher is going.

The catcher is the hub of the baseball team. Pitchers may come and go as the game progresses, but the catcher usually remains. A good one is a necessity.

## Swimmers

(Continued from page 48)

for, whether it be in fitness or in good time according to the stop watch. Pushing the team is necessary during this phase, so the young competitors will be able to tolerate and achieve the power to withstand easier, the punishment in the next phase of the program. Thus, the results of the last six weeks of training should have accomplished the following objectives:

1. The swimmer's stamina and speed are starting to develop.
2. His general fitness has started to develop.

With these objectives accomplished, the coach is ready to start the hard training phase.

**First Week.** First day — Eighteen lengths, using only the arms. Eighteen lengths, using only the kick. Swim 36 lengths. Six four-length sprints. Four two-length sprints. Ten one-length sprints.

**Second day** — Eighteen lengths, using only the kick. Eighteen lengths, using only the arms. Swim 36 lengths. Six four-length sprints. Four two-length sprints. Ten one-length sprints.

**Third day** — Time trials. Eighteen lengths, using only the kick. Eighteen lengths, using only the arms. Four two-length sprints. Ten one-length sprints.

**Fourth day** — Swim 144 lengths. Fifteen minutes on turns.

**Fifth day** — Swimming meet.

**Second Week.** Repeat the workout used during the first week.

**Third Week.** First day — Swim 18 lengths. Six four-length sprints. Six two-length sprints. Eighteen lengths, using only the arms. Eighteen lengths, using only the kick. Twelve one-length sprints.

**Second day** — Repeat the first day's workout.

**Third day** — Time trials. Swim 72 lengths. Four four-length sprints. Four two-length sprints. Twelve one-length sprints.

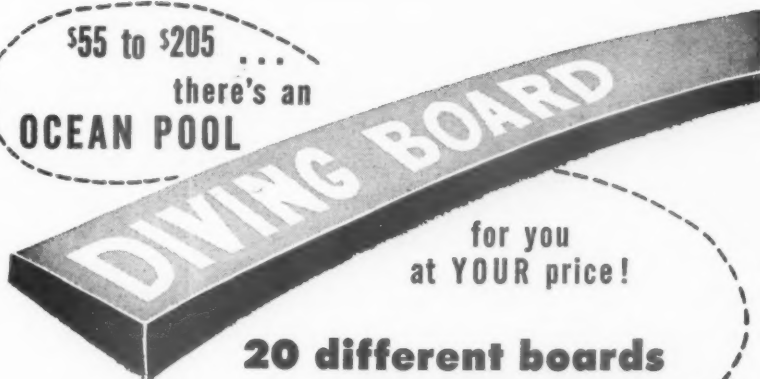
**Fourth day** — Swim 18 lengths. Eighteen lengths, using only the kick. Eighteen lengths, using only the arms. Fifteen minutes on starts and turns.

**Fifth day** — Swimming meet.

**Fourth Week.** Repeat the third week's workout.

As will be noted, the hard training period workouts are not more difficult than are the endurance period workouts. Emphasis during the hard training period is on encouraging the competitors to put their utmost effort behind each workout. Possibly this is the phase where the majority of the

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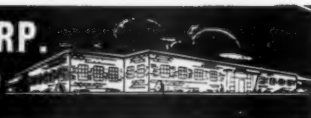
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team members will produce their most outstanding times. With this thought in mind, the next two weeks will be devoted to maintaining the optimum condition which should appear in about the third or fourth week of hard training. When the hard training period is finished, the following objectives should have been accomplished:

1. The competitor has arrived at peak fitness.

2. He has developed the proper competitive attitude.

3. The competitor applies the fundamentals which he has learned.

The final phase, peak training, will be carried on for the next two weeks.

**First Week.** First day — Swim 144 lengths. Two two-length sprints. Ten one-length sprints. Fifteen minutes on turns.

Second day — Eighteen lengths, using only the arms. Swim 18 lengths. Eighteen lengths, using only the kick. One eight-length sprint. Six four-length sprints. Four two-length sprints.

Third day — Time trials. Eighteen lengths, using only the arms. Eighteen lengths, using only the kick. Swim 18 lengths.

Fourth day — Swim 72 lengths. Fifteen minutes on turns.

Fifth day — Swimming meet.

**Second Week.** Repeat first week's workout.

Peak training is aimed at maintaining the status quo of optimum condition which the individual should have achieved from the preceding phases of the program. His greatest confidence in himself may be reached during this period. It must be understood that not all members of the team will take part in peak training. This phase is for those who are the most capable. The levels of ability in the case of some swimmers will not allow them to reach the heights of competition that take place at the end of each year's competition.

The objectives of peak training are:

1. To instill the optimum confidence in the swimmer.

2. To maintain the optimum condition of the swimmer.

When this phase of the program is completed, interscholastic competition comes to an end. The program may be modified somewhat to suit the needs of the competitor and coach and the desired outcome may still result. This is merely the type of program and the essence of objectives that we have used in our competitive season with a fair amount of success.



## NEW BOOKS

**Quarterback Generalship and Strategy**, by Don Fuoss. Published by Prentice-Hall, Inc., Englewood Cliffs, N. J. One hundred and fifty-four pages. Publication date Jan. 20. Received for review Jan. 20.

Don Fuoss has authored several articles for us. We can vouch for the fact that he knows his football and has great organizational ability.

In this excellent text, Fuoss directs his material to the coach, but it is so clearly written that the high school and college quarterback can readily understand its contents. We would urge every coach to secure a copy for summer reading for his quarterbacks.

Among the items discussed are: Knowledge of defensive alignments; quarterbacking the offense; guides relating to the running game; guides relating to the passing game; guides relating to the kicking game; the quarterback's map; and the fundamental principles of generalship.

Since football has become such a detailed game, it has become necessary to devote entire books to phases which formerly were handled in one chapter. Such is the case here. The thoroughness with which the author discusses his subject is shown by the following: "It is good to use psychological plays early in the game or at the beginning of the second half. By using these and special plays early, the opposition cannot set up special defensive alignments to combat your strongest plays. If your special plays are successful, the opposition must be aware of them and possibly play a more standard defense to cover all your offensive plays. At least they will be more cautious than otherwise."

In summary, this is definitely a fine book and a valuable addition to every football library.

## Do It Right

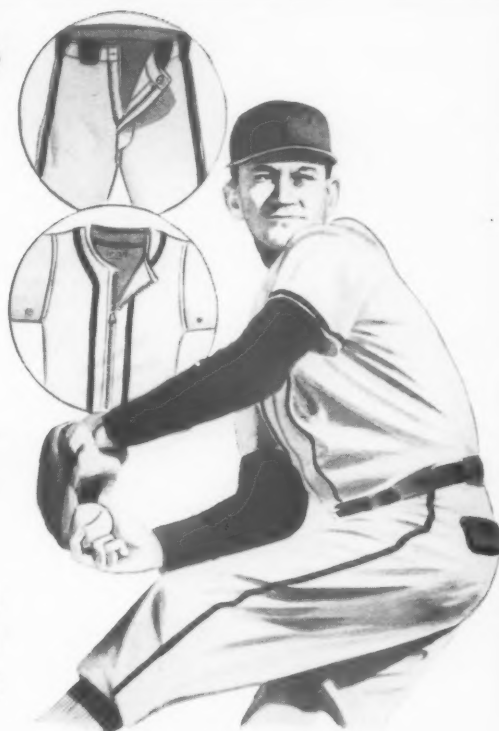
(Continued from page 14)

routine closely in actual competition.

If all sprinters and hurdlers were taught, after adjusting the starting blocks to the proper position, to get into the blocks from the front after assuming a kneeling position, they would establish a good routine for this phase of the start. Second, if the routine called for a short delay while the sprinter adjusted his feet against the blocks, then he would come to the set position, take a short pause, and

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follow with the actual start. This procedure would set up a proper routine for all starts, either practice by himself, or competition. If it were emphasized by the coach that this routine was to be followed at all times, whether he was present or not, it would come naturally to the sprinters and hurdlers, and starting would be more routine than it seems to be for many competitors whom we have observed in competition.

Most coaches have definite ideas on how their athletes should adjust themselves for the actual start of a race. We have no argument with their theories on just how high to raise the hips on the *set* position, how long the first stride should be, etc. However, we do think most track athletes would be better adjusted mentally for the start of a race if they followed a definite routine for all starts.

Some ideas that could be incorporated into a routine mentioned previously might be as follows: First of all, we would always have our boys kneel down on both knees in front of the blocks and back into position. Nothing looks worse at the start of a race than to see a competitor stumble around his starting blocks trying to get into them from the rear. This procedure not only looks awkward, but would seem to indicate a lack of coaching. Now, once he has assumed his position of *on the mark*, we would stress having him relax completely, keep his eyes on the ground directly in front of him, have his head down slightly, and keep the back of his neck completely relaxed.

At this point during the start of a race many competitors spend a great deal of time getting adjusted to their starting blocks, dusting off their hands, brushing off their knee, etc. This is a poor routine, and does little for the athlete or his competitors, often causing a delay in the starting of an event, even to the extent that the men must be called up from their marks.

Another point which should be stressed is to have the athletes concentrate on the start of the race once they have been called up to the *set* position. They should not give the competitors on either side any attention. We believe this lack of concen-

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tration is one of the most common causes for false starting. During this phase of the start, we have noticed that many athletes assume a strained position, especially of the head and neck. It is our belief that this fault develops because many athletes are prone to look down the track too far, thus pulling their heads up so high that a heavy strain is placed on the muscles of their necks. If the athlete will look down the track only as far as is comfortable, this strain will be lessened, and a much easier start will result.

If the coach will teach his athletes to do the following when starting all races where a fast start is essential, an excellent starting routine will result: First, on the command from the starter, *come to your marks*, have his athletes step to the front of the blocks, kneel down on both knees and back into position, head down, eyes on the ground directly in front of them, relaxed and waiting for the next command. On the order, *get set*, have his boys adjust quickly to the starting position, concentrating on the next action, but not looking down the track far enough to bring undue strain on the neck muscles.

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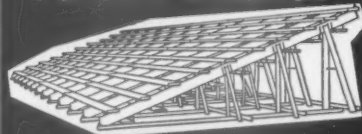
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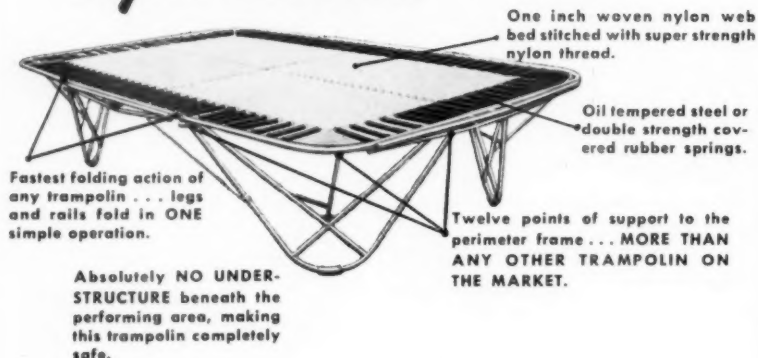
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## Buck Lateral Attack

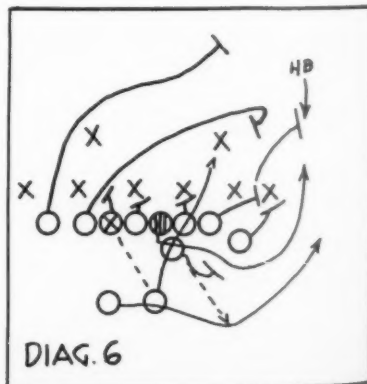
(Continued from page 12)

tioning the defensive end, and he may either keep or pitch. If he keeps, he should again be aware of the downfield lateral possibilities to the tailback. The short-side end angles back to a spot five to six yards deep and gets position to receive the pitch from the quarterback. The tailback runs his regular course, but at the depth of his bow he eases up and positions himself for a block downfield.

Due to the various types of defensive end play, we run our 3-4 buck, using different methods of blocking by the end and wingback. Diagram 6 shows the method used against waiting or flexing ends. The type of blocking is called regular blocking.

The end turns and drives directly down the line at the defensive end, contacts him with his right shoulder, releases, and blocks out on the first up-back in the secondary. Since most defensive ends react against inside pressure, the initial action of the end aids the wingback in getting contact and working for outside position on the defensive end. Then the wingback drives directly at the belt buckle of the defensive end, gets shoulder contact with his head to the outside, stays on his feet, and works his body to the outside. We do not expect the wingback to knock the defensive end down, but after initial contact he should remain active and occupy the defensive end.

Our quarterback is instructed to screen the tackle who is not blocked. The fullback action should hold the near backer until the peel-back block of the No. 2 lineman can take effect. After receiving the pitch-out, the tailback gets behind the pulling No. 5 lineman who is the personal interferer. The No. 5 man must be prepared to adjust in order to block the





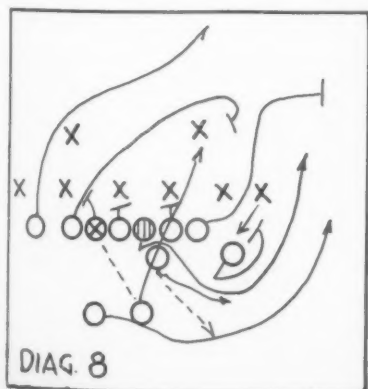


first dangerous defender. Occasionally, we find an end who is very outside conscious and reacts quickly to the blocking action of our wingback. In this case, the wing hook pattern of blocking (Diagram 7) is used.

The only change in the blocking assignment is the wingback's. He drives inside the defensive end, with the offensive end driving off him, contacting the defensive end, and releasing as on the 349 regular. The initial action of the wingback should not indicate a wide play or cause the end to loosen to the outside quickly. The blocking action of the offensive end should hold the defensive end until the wingback can get peel-back blocking position on him.

If the defensive end is crashing over the wingback and chasing the buck plays to the short side, we use the reverse hook pattern of blocking by the wingback (Diagram 8).

Our long-side end uses the same action he employs on our 349 regular. The wingback simulates reverse action to the short side with his first step. Then he pivots on the heel of his forward foot and hooks the crashing end from the outside. Should the near backer cover the defensive end to the outside, the No. 5 pulling lineman will block him and the tailback



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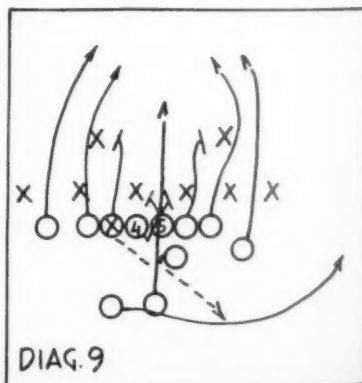
will adjust his run accordingly. The No. 2 peel-back blocker will then pick off floaters from the line of scrimmage.

We also run the 349 regular with the wingback flanked wide and have him crack back on the defensive end. All other assignments are the same.

Recently, we have been working with one-on-one blocking for the fullback fake and keep plays. The line blocking can be straight-ahead shoulder blocking or cross-blocking according to the defensive alignment. We believe this type of blocking provides a necessary change of pace from the delayed double-team and trap type of blocking. Also, this permits use of a boy who has speed, but not good driving ability at the fullback position.

The backfield pattern is the 349; however, there are necessary changes in the backfield maneuvers. There is no delay on the part of the fullback as he heads directly toward the hole on the snap number. He receives a lead pass from the center and does not make a fake to the quarterback. The quarterback and the tailback are responsible for carrying the fake of the wide play. This type of play is a quick-hitter and we do not want any delay. All other players, with the exception of the two blockers at the hole and the players who are adjacent to them, go downfield and attempt to get into the path of the fullback. They follow the old rule of not passing up one defender to get to another. The linemen adjacent to the two hole blockers drive through on the nearest linebackers. Diagram 9 shows a play over the No. 4 and No. 5 men, and Diagram 10 over the No. 6 and No. 7 players.

Our general pattern of the buck lateral passing game is the 349 with its threat of a pitch-out play around the long side. The quarterback, fullback, and the tailback can be used as passers. Diagrams 11, 12, and 13 show the passing utilization of each.

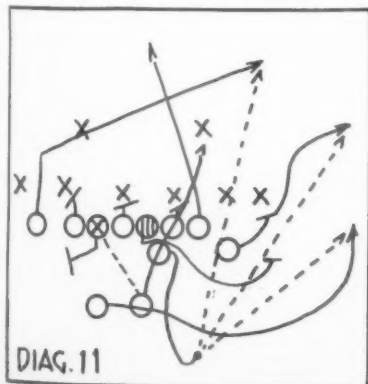




Occasionally, we have a quarterback who has some ability as a passer and he is used to pass on a three-out pattern (Diagram 11).

The wingback fakes an outside block on the defensive long-side end and then breaks downfield to run his pattern. The tailback runs the pitch-out course and is the let-up man for a pass if the defensive long-side end puts pressure on the passer or the primary receiver is covered. The fullback gives the ball to the quarterback and veers into line to hold the linebacker. Then the quarterback steps out toward the tailback, faking the pitch-out. Then he drops about five yards deep and sets up to pass. The long-side end runs a clear-out action on the defensive safety. Then the short-side end is down and across as the primary receiver. If the short-side end is covered, the passer should hit the wingback or the tailback down the sideline.

To counteract plugging linebackers we use a fullback jump pass to either the short-side end or the wingback according to whichever linebacker is reacting to the buck by the fullback. Here again, the initial backfield action is the 349. The fullback fakes to the quarterback, jumps off his left foot, and hits his receiver. The

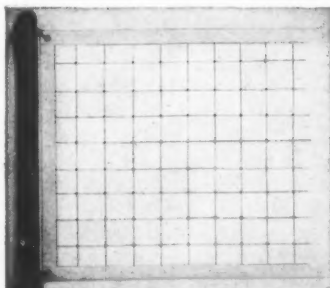


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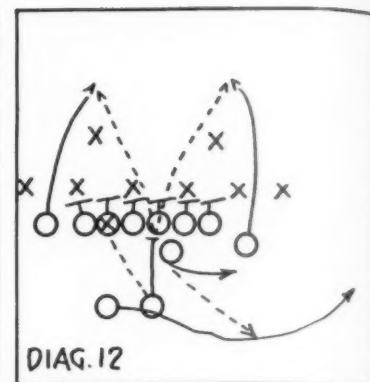


**P**ICTURED is the fourth page of a catalog devoted to junior track and field equipment as designed by Bob Richards. In addition to a description of the equipment, there is some valuable information on layout of the facilities, personnel necessary for a meet, possible award systems, and suggestions on securing help through local civic clubs. The material is designed for boys ages 8 through 13. For a free copy check the Service Coupon or write the Gill Co., 401 N. Vine St., Urbana, Ill.

**G**EORGE WILSON of the Detroit Lions is shown wearing the new "Ripple" sole coaching shoes. Features of the sole are numerous: The soles absorb up to 40 per cent heel shock, balance the walker's weight uniformly heel-to-toe, provide excellent traction, and keep the feet off wet or cold ground. These soles have been used for some time on casual street shoes, but this is the first application for athletic shoes. Ripple Sole Corp., Detroit, Mich.



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linemen kick out low to keep the defenders down (Diagram 12).

The 349 is run as an option pass or run by the tailback. The only change from the 349 regular is that the No. 2 guard pulls and protects the passer from a strong short-side rush (Diagram 13).

If the defensive left halfback reacts quickly, the long-side end breaks behind him toward the sideline and away from the safety. The short-side end is down on the safety. If the safety rotates to aid the defensive left halfback, the short-side end should turn immediately toward the goal line. Both ends should make this appear as the 349 regular run as long as possible. The tailback's primary receiver is the long-side end and if both ends are covered, he should call block and run with the ball.

Although the primary purpose of this article was to discuss the long-side running attack from the buck series, we want to point out that we do attack the short side from this series with keeps by the fullback, options by the quarterback, and reverses by the wingback.

We like this series and believe that it has good inherent possibilities for experimentation and further development.





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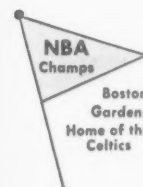
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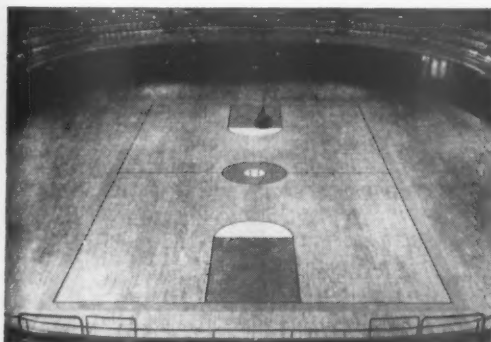
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